

**Quality Counts**

**Indiana Charter School Program Grant**

**REQUEST FOR PROPOSAL 84.282A**

**2017-2018**

**Final Approved Version**

**Final Due Date: January 31, 2018 4:30 p.m. EST**

Technical Assistance Opportunities

**Introductory Webinar:**

Available by November 13, 2017 at  
<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and budget at:**  
<https://form.jotform.com/73124027451952>

**Charter School Program Grant (Tentative) Session:**

November 17, 2017 (Indianapolis)

November 30, 2017 (Northwest Indiana)

December 6, 2017 (Indianapolis) for  
Traditional LEAs

December 14-15, 2017 (Indianapolis) for  
individual bidder's conference sessions



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

<b>Federal Program Title:</b>	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
<b>Federal Agency:</b>	U.S. Department of Education
<b>State Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.282A
<b>Award Name:</b>	Quality Counts FY 18
<b>Award Number:</b>	U282A170017

## Important Dates

**October 31, 2017:** Application to serve as peer reviewer due

**November 16, 2017:** Quarterly charter school authorizer collaboration meeting

**January 31, 2018 4:30 p.m. EST:** Proposal due date

**February 1, 2018:** Start of peer review period

**March 1, 2018:** Notification of initial awards; project period start date for CSP applicants

**February, 2018:** Quarterly charter school authorizer collaboration meeting

**March 24, 2018:** Interim financial report and performance report due\*\*

**April, 2018:** Quarterly charter school authorizer collaboration meeting

**July 1, 2018:** Notification of continuation awards; release of request for CSP proposals

\*\*Note, in future years, sub grantees will have a full year to conduct activities prior to reporting on progress. However, this year, the IDOE will need to report to USED on an earlier timeline (by 4/2/18).

## Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

## Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open, expand, or replicate high-quality public charter schools. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

**High-Quality:** Quality Counts emphasizes high-quality charter schools, which are demonstrated by

*New schools wishing to open*

- 1) Based upon the submitted plan

*Existing schools wishing to expand or replicate*

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically



disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

***Open and Prepare for the Operation of a New, High-Quality Charter School:*** A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months.

***Replication of a High-Quality Charter School:*** Replicate means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

***Expansion of a High-Quality Charter School:*** Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

***Early Childhood Programs:*** According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school. The school may charge reasonable curricular fees.

***Postsecondary:*** Secondary charter schools (e.g. high schools) who promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program.

## Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to five years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the five-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one subgrant at a time.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

## Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
  - a. Providing professional development; and
  - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
    - i. Teachers
    - ii. School leaders
    - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school



5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ) from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

## Monitoring

The department will utilize a risk assessment to determine the depth and breadth of monitoring required for specific subgrantees. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

**Desktop Review:** Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

**Onsite Visit:** IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

## Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

**Enrollment Policy:** Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5€ provides that a charter school may give

enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

**Tuition and Fees:** Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

## Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. If further opportunities for technical assistance are needed, then the prospective applicant may email Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov) to set up an appointment.

## Submission Process

Email the full application and budget by the submission due date of January 31<sup>st</sup>, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.



**Quality Counts:**  
**Indiana Charter School Program Grant Application**  
 2017-2018

**Applicant Entity:** 2018-2019

Contact Person for Grant: Keith A. Marsh	Title: Executive Director/Chief Academic Officer
Total Grant Funds Requested: (Up to \$900,000): \$900,000	Total Project Period Months Requested (24-60 months): 40 Months
Application to: X Open      Expand      Replicate	Expected Date School will Open, Expand, or Replicate: July 30, 2018
Charter Award Date (indicate if expected): September 12, 2017	Charter Expiration Date: June 30, 2024
Proposed Charter School Address: 1982 S. Morgantown Road Morgantown, IN 46160	
Applicant Address (if different than proposed address): 650 East Carmel Drive, Suite 125, Carmel, IN 46032	
Applicant Telephone: (317) 975-2746 Ext. 700	Applicant Email: kmarsh@indiana.ag
<b>Fiscal Contact</b>	
Fiscal Manager: Beth Marsh	Title: President/CEO Bookkeeping Plus
Telephone: (317) 462-2049	Email: bethm@bookplusinc.com

Charter School Board Contact Information	
1. Board President: <b>Allan R. Sutherlin</b>	2. Email: <b>asutherlin@indiana.ag</b>
3. Board President Address: <b>3670 Haverhill Drive, Indianapolis, IN 46240</b>	
Authorizer Contact Information	
1. Authorizing Agency: <b>Nineveh-Hensley-Jackson United School Corporation</b>	2. Authorizing agency contact person: <b>Dr. Timothy Edsel, Superintendent</b>
3. Authorizing agency contact telephone: <b>(317) 878-2100</b>	4. Authorizing agency contact email: <b>tedsell@nhj.k12.in.us</b>
5. Authorizing agency address: <b>802 S. Indiana Creek Drive, Trafalgar, IN 46181</b>	
<p><b>20 U.S.C. § 5203(d)(3)</b> requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
<p>_____ Tim Edsell, Ph.D.</p> <p>Authorizer Official Printed Name</p> <p>_____ <i>T. Edsell</i></p> <p>Signature</p>	<p>_____ Superintendent</p> <p>Title</p> <p>_____ <i>1-31-18</i></p> <p>Date</p>

## Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

X 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

X 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.

X 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

X 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

X 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

X 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

X 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).



X 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

X 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

X 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

I have read the above and agree to all terms and assurances.

  
\_\_\_\_\_

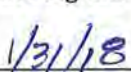
Signature of Project Contact

  
\_\_\_\_\_

Signature of Board President

  
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Date Signed

  
\_\_\_\_\_

Date Signed



Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-2019	7-12	550
Second Year 2019-2020	7-12	1000
Third Year 2020-2021	7-12	1250
Fourth Year 2021-2022	7-12	1500
Fifth Year 2022-2023	7-12	2000
Maximum 3000	7-12	2000
Student Demographics		
<i>indicate if actual or expected percentage of total student population</i>		
Actual X Expected		
Free/Reduced Price Lunch: 45%	Special Education: 8%	English Learners: 10%
Black: 17%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 10%
American Indian: 0%	Multiracial: 2%	Asian: 1%
White: 70%	Male: 60%	Female: 40%

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	4/1/18 to 6/30/18* *Max 18 months	\$281,800.41* *Max \$300,000 for planning year
Year 1 Implementation	7/1/2018 to 6/30/2019	\$199,999.60
Year 2 Implementation	7/1/2019 to 6/30/2020	\$200,000
Year 3 Implementation (if applicable)	7/1/2020 to 6/30/2021	\$200,000
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		\$881,799.74*

Charter School Program Areas Contacts	
Students with Disabilities: Projected Hire April 2018	Contact Name: Email: Phone Number:
English Learners (including Title III):	Contact Name: Email: Phone Number:
Title I, Part A:	Contact Name: Email: Phone Number:
Title II, Part A:	Contact Name: Email: Phone Number:

Management Organization Information	
Will the school work with a charter or educational management organization? Yes <input checked="" type="checkbox"/> No	
If no, skip to the next page.	
If yes, name the management organization: Employer Identification Number (EIN):	
Is the management organization:                      For Profit <input checked="" type="checkbox"/> Not for Profit	
Employees of the school will be: <input checked="" type="checkbox"/> Employed by the school  <div style="text-align: center;">Employed by the management organization</div>	
Note about management organizations:  Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.  Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.	



If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).



### Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 2 page limit for optional elements if attaching additional pages.</b>
<p>CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations</p> <p>Indicate areas of focus</p> <p>Early Childhood Postsecondary X Rural Areas</p>	<p>See attachment Indiana Agriculture Strategic Plan, Education &amp; Career Development, Page 10</p>	<p>Food and agriculture has been a driving force in Indiana's economy since it became a state 200 years ago. It remains one of the state's leading industries and its ongoing success is critical, both now and in the future. Our focus as a school is to promote agriculture through agriculture education curriculum and career opportunities in the agriculture field. These goals are in line with the Indiana Agriculture Strategic Plan 2017 – 2027. Although we have not enrolled our first student, we anticipate based on our focus on agriculture and technology, the largest percentage of our students will come from rural communities.</p>

### Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.</b>
1. Provide an overview of the project, including the <b>vision of the charter school</b> and expected outcomes aided by the CSP funds.		

<p>1a) Describe the vision of the charter school.</p>	<p>Addressed within Charter Application: Page 4 - 5 Start: School Overview End: After Workforce Objectives</p>	<p>1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.</p>	<p>Addressed within Charter Application: Pages 5 – 7 &amp; 9 <u>Starts Page (5)</u> Paragraph 4 <u>Ends Page (7)</u> Paragraph 1 Page 9: Community Engagement</p>
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<p>1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.</p>	<p>Addressed within Charter Application: Page 11 - 16 Page 17 -18 Section: Design</p>	
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<p>1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.</p>	<p>Addressed within Charter Application: <u>Starts Page (11)</u> Section: 2. Instructional Model <u>Ends Page (16)</u> Section: "Provide instructional support for the close reading of texts"</p>	<p>Addressed within Charter Application: Pages (23 – 26) Starts Page (23) Section: School Culture Ends Page (26) Ending after the list of physical &amp; mental disabilities</p>
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1e) Describe how the school will developed 21 <sup>st</sup> century skills or prepare students to be college and career ready in future postsecondary and workplace environments.	Addressed within Charter Application:  Pages 6  Workforce Demographics & Workforce Demands	<p>Based on the agriculture demographics and workforce demands projected in the 21<sup>st</sup> century our curriculum can be and we will be individualized to position students to be employed by our corporate partnerships. In addition, those students who want to continue to specialize in the areas in demand will be better positioned to continue in a post-secondary institution. To do this our school has components that provides skills that students will need such as critical thinking and problem solving, collaboration, effective oral and written communication, accessing, and analyzing information. This is driven through our curriculum, career pathway, and our continued development of corporate partnerships. Our goal is to prepare them to lead productive and successful lives once they leave our school and head into the workforce and/or post-secondary institutions.</p>
1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)		<p>Our CSP funds are more focused on one-time costs allocations that will not be incurring costs after Year 3 based on our projected enrollment budget. See attachment which shows projected budgets for Year 4 and 5.</p>
2. Provide an overview of the <b>expertise of the charter school developer(s)</b> to open, replicate, or expand the high-quality charter school.		

<p>2a) Identify the key personnel involved in the development and describe their previous experience.</p>	<p>Found in Additional Attachments:</p> <p>Keith Marsh's Resume</p> <p>Allan Sutherlin's Resume</p> <p>Lynn Black, Resume</p>	<p>*Keith Marsh is Indiana Agriculture &amp; Technology School's Executive Director / Chief Academic Officer</p> <p>*Allan Sutherlin is Indiana Agriculture &amp; Technology School's President of the School Board</p> <p>*Lynn Black is President of Lynn Black Education Solutions, LLC</p>
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<p>2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).</p>		<p>N/A</p>
<p>3. Provide an overview of the charter school goals.</p>		



<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>Addressed within Charter Application: Pages (18-20) <u>Starts Page (18)</u></p> <p>Section: Pupil Performance Standards <u>Ends Page (20)</u></p> <p>Ending after table for Goal 5: School-wide Satisfaction</p>
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<p>3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.</p>	<p>Addressed within Charter Application: Pages 37-40, and 42  Page 37 – 40 Marketing and Recruitment Strategies  Page 42 Process for Dissemination of Information</p>	
<p>4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the use of the CSP funding.</p>		
<p>4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.</p>		<p>Attachment Budget Narrative</p>

4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.		Attachment Budget Narrative
4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires		Our CSP funds are more focused on one-time costs allocations that will not be incurring costs after Year 3 based on our projected enrollment budget. See attachment which shows projected budgets for Year 4 and 5.
5) Provide an overview of the charter school governance plan and administrative relationships.		Attachment Indiana Agriculture & Technology Organization Chart

<p>5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOs) and why they were selected.</p>	<p>Addressed within Charter Application: Pages 45-51</p> <p>Section 2 Governance Legal Status and Governing Documents</p>	
<p>5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.</p>	<p>Addressed within Charter Application: Pages (52-54)</p> <p><u>Starts Page 52</u></p> <p>Section: Staff Structure</p> <p><u>Ends Page 54</u></p> <p>Ends before Performance Management</p>	<p>See additional attachment:</p> <p>Indiana Agriculture &amp; Technology Organizational Chart</p>



<p>5c) Describe the process to select board members.</p>	<p>Found in Additional Attachment:  Articles of Incorporation, Page 5, Article VIII Board of Directors  Charter Application, Page 50, Procedures</p>	
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<p>5d) Describe the governance training for board members, current and prospective.</p>	<p>Addressed within Charter Application: Page (50-51) <u>Starts Page (50)</u></p> <p>Section: <i>Procedures</i> through <u>Page (51)</u></p> <p>After Board Expansion, Development, and Succession</p>	<p>Governance training will be an onboarding process for each individual board member in review of board of policies, charter agreement, role as charter board member, and duties reflected in the application. In addition, the board will go through whole group training as it relates to Roberts Rule of Order, additional policies and procedures to establish to build upon.</p>
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<p>5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.</p> <p>Please indicate "N/A" if no service provider is utilized.</p>		<p>N/A</p>
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<p>5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.</p>	<p><u>Found in Additional Attachment:</u> Charter School Agreement Pg. 15 17.4 &amp; 17.6 Pg. 16 17.7</p>	<p>17.4 As required under Indiana Code 20-24-9-1, Indiana Agriculture &amp; Technology School will submit an annual report to the Department containing the information set forth in Indiana Code 20-24-9-2 in addition to any other data required by the Authorizer or that the Department and local school districts require under applicable law. Indiana Agriculture &amp; Technology School shall provide a copy of the annual report that it submits to the Authorizer.</p> <p>17.6 As required by Indiana Code 20-24-9-6, in cooperation with the Authorizer, Indiana Agriculture &amp; Technology School shall publish a performance report not earlier than March 15 or later than March 30 that provides the information required under Indiana Code 20-20-8-8. Indiana Agriculture &amp; Technology School will additionally provide a copy of the performance report to the Authorizer.</p> <p><u>17.7 Other Reports</u></p> <p>a. <u>Accounting.</u></p> <p>i. By June 1 during the calendar year of the Effective Date, the Organizer shall submit to the Authorizer an initial statement prepared by an independent, certified public accountant licensed in the state of Indiana to the effect that the Organizer has adopted proper internal financial and accounting controls, and a plan to address any deficiencies noted in the accountant's statement.</p> <p>ii. Within six (6) months after the end of each Accounting Year during the term of this Charter Agreement, the Organizer shall submit to the Authorizer financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accounts and audited by an independent, certified public accountant.</p>
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- iii. The Organizer shall also submit to the Authorizer the audit of the Organizer's financial statements performed by the State Board of Accounts as required under Indiana Code § 20-24-8-5(1) as soon as it is available; and, to the extent that such audit is submitted in a timely fashion, the Authorizer may waive, in writing, the requirement to submit audited financial statements as set forth in Subparagraph (ii).
- b. Projections. The Organizer shall provide the following projections:
- i. documentation of the Charter School's recruiting and admission process for the upcoming school year, no later than two months prior to the student admission lottery;
  - ii. the projected budget no later than June 1 prior to the upcoming Accounting Year;
  - iii. the school calendar no later than July 1 prior to the commencement date of the upcoming school year; and
  - iv. the projected student enrollment no later than July 1 prior to the commencement date of the upcoming school year, specifying expected number of students by grade level and school corporation of record.
- c. Enrollment Report. Not later than the date established by the Department for determining average daily enrollment, the Organizer shall submit to the Department, with a copy to the Authorizer, any information required.
- d. Additional Information. The Organizer shall submit any additional reports (or supplements to any of the reports herein) as set forth in the Accountability Plan or requested by the Authorizer.

6) Provide an overview of the student recruitment and admissions process.		



<p>6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.</p>	<p>Addressed within Charter Application: Page (37-40)</p> <p><u>Starts Page (37)</u></p> <p>Section:</p> <p>Marketing and Recruiting Strategies for Indiana Agriculture &amp; Technology School</p> <p><u>Ends Page (40)</u></p> <p>Ends before section:</p> <p>Student Attendance</p> <p>Found in <u>Additional Attachment:</u></p> <p>Schools Admission Policy</p>
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<p>6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.</p>	<p><u>Found in</u> <u>Additional</u> <u>Attachment:</u> Enrollment Lottery Student Policy</p>	
<p>7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students.</p>		

<p>7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected &amp; delinquent students.</p>	<p>Addressed within Charter Application: Pages (12-15) &amp; (25-36)  <u>Starts Page (12)</u>  Section:  5. Supporting Students with Disabilities  <u>Ends Page (15)</u>  Ending after the last bullet point on page (15)</p>	<p><u>Starts Page (25)</u>  Beginning Section:  Special Populations and At-Risk Students  <u>Ends Page (36)</u>  Stops on Page (36) Before Section:  Admissions Policy and Criteria</p>
<p>8. Provide an overview of the community outreach activities.</p>		

<p>8a) Describe how parents and the community are involved in the planning and design of the charter school</p>	<p>Addressed within Charter Application:</p>	<p>It is critical to our success that we engage our parents and community to help us continue to build on our school. As we build on our families through enrollment we will be providing opportunities for our parents and the community to be engaged in the continued development of the school. During the year prior to the opening we will be gathering input from our parents and/or community through the following:</p> <ol style="list-style-type: none"> <li>1. Information Presentation throughout the state of Indiana – February through June. We will be scheduling state-wide events to promote our school to potential families.</li> <li>2. Community Programs – We will schedule opportunities to present to organizations such as the Rotary Clubs, Kiwanis Indiana, FFA National, and other civic organizations throughout Indiana.</li> <li>3. Legislative Presentation – We want to provide an opportunity for our community leaders to take a tour of our 607-acre farm campus and to learn about our school.</li> <li>4. Development of the Parent Advisory Committee which is reflected on page 42 of the Charter Application under the section Parent and Community Involvement.</li> <li>5. Year-End Parent School-Wide Satisfaction Survey – Goal 5 on page 20 of Charter Application.</li> </ol>
<p>9. Provide an overview of the <b>fiscal management plan</b>.</p>		



<p>9a) Describe the internal controls over expenditures and how records will be maintained</p>	<p>Description is from the Indiana Agriculture &amp; Technology School Internal Controls Policy and Procedures School Year 2017 – 2018</p> <p>Page 4 - 14</p>	<p>III. Division of Responsibilities A. Finance Committee of the Board of Directors The Finance Committee is responsible for assisting the Board of Directors in ensuring that IATA is in good fiscal health. The work of the committee revolves around the following seven major areas:</p> <ol style="list-style-type: none"> <li>1. Ensure that accurate and complete financial records are maintained.</li> <li>2. Ensure that accurate, timely, and meaningful financial statements are prepared and presented to the board.</li> <li>3. Help the full board understand the organization's financial affairs.</li> <li>4. Oversee financial planning. a. Review and recommend for board approval a budget that reflects the organization's goals and board policies. b. Ensure that the budget accurately reflects the needs, expenses, and revenue of the organization.</li> <li>5. Safeguard the organization's assets. a. Monitor and review the following, making recommendations for board action as necessary: i. proposed debt obligations, ii. financial implications of major projects, iii. capital campaign financial management, iv. cash flow, v. management of grants b. Ensure that the organization has the proper risk management provisions in place, including appropriate insurance coverage for the organization and for the board.</li> <li>6. Ensure compliance with federal, state, and other requirements related to the organization's finances.</li> <li>7. Maintain an appropriate level of accountability and responsibility to the board and organization.</li> </ol> <p>The Finance Committee general meets on a monthly basis. The financial statements are reviewed at each meeting. The Finance Committee presents the preliminary budget to the full board at the March 5 meeting and the final budget is voted on at the April meeting with submission to the authorizer office by May 1.</p> <p>B. Chief Operating Officer</p> <ol style="list-style-type: none"> <li>1. Reviews financial reports including monthly financial statements, financial forecasts including cash flow projections and all budgets including the annual</li> </ol>
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		<p>operating budget.</p> <ol style="list-style-type: none"> <li>2. Serves as a signatory for all bank accounts.</li> <li>3. Reviews and signs all vouchers and issued checks. If Chief Operating Officer is not available, Board President or Board Business Manager may sign vouchers and checks. If check is payable to Chief Operating Officer, voucher and check is signed by Board President or Board Business Manager and Business Manager.</li> <li>4. Reviews and approves all contracts.</li> <li>5. Reviews and approves all grant submissions. Develops budgets for all grant submissions.</li> <li>6. Approves salary increases for all faculty, staff and administration.</li> <li>7. Oversees the adherence to all internal controls.</li> <li>8. Monitors and makes recommendations for asset retirement and replacement.</li> <li>9. Ensures the school maintains adequate property and liability insurance coverage.</li> </ol> <p>C. Business Manager</p> <ol style="list-style-type: none"> <li>1. Reviews all financial reports including monthly financial statements prepared by contracted accounting firm, financial forecasts including cash flow projections and all budgets including the annual operation budget.</li> <li>2. Opens all bank statements, reviews for any irregularities, and reviews completed monthly bank reconciliations completed by outside accounting firm.</li> <li>3. Serves as a signatory for all bank accounts.</li> <li>4. Reviews and signs all vouchers and issued checks.</li> <li>5. Monitors grant expenditures. Prepares all financial reports related to grants and contracts. Monitors the appropriate release of temporarily restricted funds.</li> <li>6. Prepares and submits compliance reports required by the authorizer and the Indiana Department of Education.</li> <li>7. Reviews and approves payroll and is responsible for all personnel files.</li> <li>8. Reviews and manages cash flow.</li> <li>9. Coordinates student fees and coordinates the collection of delinquent accounts.</li> <li>10. Reviews all cash receipts and related deposits.</li> <li>11. Reviews all expense</li> </ol>
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		<p>allocations, including payroll allocation.</p> <ol style="list-style-type: none"> <li>12. Reviews, revises, and maintains internal accounting controls and procedures.</li> <li>13. Manages the school's procurement and purchasing functions.</li> <li>14. Processes invoices and prepares vouchers for payment.</li> <li>15. Mails vendor checks.</li> <li>16. Manages inventory of consumable and non-consumable assets.</li> <li>17. Manages the daily cash receipts process by reviewing deposit spreadsheet prepared by Administrative Assistant who also makes bank deposits.</li> <li>18. Reconciles credit card transactions to valid detailed receipts.</li> <li>19. Prepares payroll and submits to payroll service for processing.</li> </ol> <p>D. Outsourced Functions IATA outsources general bookkeeping functions along with payroll and benefit processing. For the 2018- 2019 school year, Bookkeeping Plus is contracted for general bookkeeping functions. The following are the specific responsibilities of Bookkeeping Plus.</p> <ol style="list-style-type: none"> <li>1. Enters data into state of Indiana cash basis accounting software and accrual accounting software. Maintains the data integrity of both systems.</li> <li>2. Prepares monthly and year-end financial reports.</li> <li>3. Reconciles all bank accounts.</li> </ol> <p>IATA also engages Paychex to process payroll and related payroll tax transactions on behalf of IATA. IV. Insurance</p> <p>A. Insurance Bonding The Business Manager and the Chief Operating Officer individually give a bond for the faithful performance of their responsibilities at IATA. There is to be a Corporate Blanket Bond that is to cover the rest of the Administration, Staff and Faculty. The bonds are written by an insurance company licensed to do business in the State of Indiana. The amounts of the bonds are to be approved by the Board Finance Committee each year. The bonds are recorded at the Recorder's Office of the County of residence of the bond holder. A new bond must be obtained each year.</p>
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		<p>B. Corporation Insurance</p> <ol style="list-style-type: none"> <li>1. Chief Operating Officer will work with the Board Director to ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.</li> <li>2. The Chief Operating Officer will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.</li> <li>3. The Chief Operating Officer will carefully review insurance policies on an annual basis, prior to renewal.</li> <li>4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.</li> </ol> <p>V. Chart of Accounts and General Ledger IATA utilizes the chart of accounts prescribed by the Indiana State Board of Accounts. The chart account considers the funds established by law for Indiana school corporations. Bookkeeping Plus maintains accounting records in the state software utilizing cash basis-accounting and software utilizing accrual-based accounting. The biannual reports required by the Department of Education are generated from the state cash basis software. Financial reports for fiscal management are generated from accrual-based accounting software. Bookkeeping Plus is responsible for input into both systems and balances the systems on a monthly basis. Bookkeeping Plus provides a duplicate copy of the accrual-based software file to the Business Manager at least weekly. Business Manager reviews accrual-based software transactions at least biweekly.</p> <p>VI. Cash Receipts</p> <p>A. Cash receipts generally arise from:</p>
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	<p>a. State support, federal grants and contracts b. Student collections c. Direct donor contributions d. Fundraising activities</p> <p>B. State support, federal grants and contracts Funding from the Department of Education is received via electronic fund transfer. Notification is received from IDOE via email and mail. Any discrepancies between the deposit and the reimbursement request submitted are reconciled by the Business Manager.</p> <p>C. Student collections Payments are received from students and families for various reasons. Parents often come into school to make payments or send payments with their students to school. The Administrative Assistant collects these payments and prepares. The Administrative Assistant records the payment in the daily collection spreadsheet, indicating the student name, whether the payment was cash, check or credit card, the purpose of the payment and the amount. This spreadsheet is balanced daily by the Business Manager to the actual cash and checks given to him/her by the Administrative Assistant. The payment(s) are to be kept in a locked cabinet until deposited. Parents also send payment via mail. The mail is opened by the Administrative Assistant. All payments (checks are to be immediately stamped "for deposit only") and will record the payment in the daily collection spreadsheet, indicating the student name, whether the payment was cash, money order or credit card, the purpose of the payment and the amount. The payment(s) are to be kept in a locked cabinet until deposited.</p> <p>D. Direct donor contributions Direct donor contributions are received by the Chief Operating Officer. The Chief Operating Officer sends an acknowledgment letter that serves as a receipt that is sent in a timely manner. The check and copy of the letter are sent to the Administrative Assistant for recording and he/she will forward the check and letter copy to the Business Manager who stamps "for deposit only" and keeps in a locked cabinet until deposited.</p> <p>E. Fundraising activities Co-curricular student groups fundraise throughout the school year. All money that is collected must be delivered to the Business Office as soon as possible. All cash must be counted by a faculty or staff member,</p>
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		<p>preferably the Sponsor of the co-curricular activity. Under no circumstances should money be kept in the desk of a faculty or staff member. The Sponsor turns in the money to the Administrative Assistant who issues a receipt. In the event the fundraiser is not held on the IATA campus, the money must be given to the Administrative Assistant first thing in the morning. All checks will be stamped "for deposit only" by the Business Manager and kept in a locked cabinet until deposited. The Administrative Assistant prepares the deposit, that is reviewed by Business Manager, and takes it to the bank. For each deposit, including electronic fund transfers, the Business Manager prepares a duplicate receipt as prescribed by the State Board of Accounts (Form 517). This form includes the receipt account as well as the fund to which the transaction is to be posted. Supporting documentation should be attached to this receipt. Supporting documentation includes, but is not limited to check copies, EFT remittance notices, deposit slips and receipts from the bank. These receipts are forwarded to Bookkeeping Plus and the corresponding transactions in the cash basis and accrual basis accounting software are posted. Copies of all receipts and supporting documentation are retained at IATA.</p> <p>VII. Procurement, Purchasing, and Cash Disbursements</p> <p>A. Authority</p> <p>The Board of Directors of IATA has ultimate authority over the approval of procurement and purchasing activities. Procurement activities for goods and services made within the scope of the operating budget approved by the Board of Directors each fiscal year may be executed by the Chief Operating Officer and Business Manager. Expenditures outside the scope of the approved budget must be presented to and approved by the Finance Committee. Procurement activities for capital expenditures that are included in the capital budget approved by the Board of Directors each fiscal year may be executed by the Chief Operating Officer. Capital expenditures that are not included in the approved capital budget must be approved by the Board of Directors. Contracts for services with a total annual monetary value less than \$50,000 may be signed by the Chief</p>
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		<p>Operating Officer. Contracts greater than \$50,000 must be signed by the Board Chair or Board Business Manager. All contracts with related parties must be signed by the Board Chair or Board Business Manager.</p> <p>B. General Procurement</p> <p>Guidelines Procurement is defined as the acquisition of property or performance of a service through leases, contracts, purchase orders, or other means, that are needed to meet to carry out ongoing business including but not limited to those purchases of goods and services that fulfill obligations under Federal and State grants or agreements. The following procurement standards are applicable to all procurement activities:</p> <ol style="list-style-type: none"> <li>1. Procurement activities shall be conducted in a manner which provides full and open competition.</li> <li>2. Unreasonable requirements, unnecessary experience, and excessive bonding shall not be placed on firms or organizations in order for them to do business with IATA.</li> <li>3. Awarding of business to "favorite" or long-standing vendors as a blanket agreement shall be practiced only when full and open competition can be documented.</li> <li>4. Staff shall avoid conflicts of interest as described in the Introduction of this document.</li> <li>5. Procurement shall not unreasonably specify "brand names" when "an equal" will suffice.</li> <li>6. When engaging in procurement activities, IATA will solicit, at a minimum, three (3) bids, quotes or proposals on which to base the vendor selection on purchases above \$25,000.</li> <li>7. Minority business enterprises (MBE), women business enterprises (WBE) and disadvantaged business enterprises (DBE) should be considered. At least one bid should be obtained from a MBE, WBE and/or DBE vendor. If it is not possible to obtain a bid from such vendor, thorough documentation explaining the limitation should be included</li> </ol>
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		<p>with the procurement documentation.</p> <p>8. Sole source procurement will be minimized to the extent possible, and if used, will be thoroughly justified and approved.</p> <p>C. Procurement Activities</p> <p>1. Informal Quotations Informal quotations can be obtained through documented telephone calls to vendors, catalogue comparison (including prices published on the vendor's website), etc. More than cost can be considered in this process but the rationale for selection must be documented for the procurement file and include the date, names of vendors solicited, comparative data and the name(s) of the individuals collecting the data plus the appropriate approval of the vendor selected.</p> <p>2. Formal Quotations Formal quotations must be obtained by requesting vendors to quote based on certain specifications for the items or services. The quotes must be submitted to IATA by the vendor in writing and become part 10 of the procurement file. More than cost may be considered (i.e. delivery, warranty, consistent service, etc.) but the rationale for selection must be documented and include the appropriate approval of the vendor selected.</p> <p>3. Formal Procurement Through the formal procurement process, IATA must issue a formal request for proposal (RFP) or quotation (RFQ). The formal procurement process consists of a solicitation to appropriate vendors based on a detailed description of the property, equipment or services that are needed. The RFP or RFQ must include, at a minimum, the following elements:</p> <p>a. Identification of IATA b. Point of contact for response and questions c. Specifications of item(s) or service(s) d. Bid requirements (inclusion of installation, technical assistance, training, etc.) e. Terms and conditions of delivery f. Terms and conditions of payment g. Desired time lines for bids, deliveries and payments h. Bidder qualifications including experience and expertise, if applicable i. Instruction for bid preparation requirements, if applicable j. Rating criteria (when price/cost is not the sole criteria), if</p>
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		<p>applicable k. Process for grievances and authority for resolution, if applicable.</p> <p>D. Procurement Thresholds</p> <p>1. Expendable Items and Services Expendable items are defined as being goods or services that are purchased or leased and used or disposed of within a short period of time. These items or services are replaced rather than reused. Expendable items include but are not limited to office supplies, printing services and computer supplies. Expendable services are those with a value less than \$5,000.</p> <p>a. Procurement activities are not required for expendable items with a unit cost less than \$2,500. b. IATA must obtain informal quotations for expendable items with a unit cost greater than \$2,500 or a one-time purchase of several expendable items that exceeds \$2,500. c. IATA must obtain formal quotations for expendable items with a unit cost greater than \$5,000 or a one-time purchase of several expendable items that exceeds \$5,000. d. IATA must issue a Request for Proposal for the purchase of expendable items with a unit cost greater than \$25,000 or a one-time purchase of several expendable items that exceeds \$25,000.</p> <p>2. Non-Expendable Items Non-expendable items are those items that are not replaced within the product's life cycle. These items frequently include, but are not limited to, furniture and equipment that has a useful life of more than one year.</p> <p>a. Procurement activities are not required for non-expendable items with a unit cost less than \$2,500. b. IATA must obtain informal quotations for non-expendable items with a unit cost greater than \$2,500 or a one-time purchase of several expendable items that exceeds \$2,500. c. IATA must obtain formal quotations for non-expendable items with a unit cost greater than \$5,000 or a one-time purchase of several expendable items that exceeds \$5,000. d. IATA must issue a Request for Proposal for the purchase of non-expendable items with a unit cost greater than \$25,000 or a one-time purchase of several expendable items that exceeds \$25,000.</p>
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		<p>3. Non-Competitive/Sole Source Procurement Non-competitive or sole source procurement is allowable only in the following instances and when should cost analysis has been conducted:</p> <ol style="list-style-type: none"> <li>The item is only available from one source.</li> <li>The emergency nature of the purchase will not permit the delay of a competitive solicitation.</li> <li>IATA receives only one response to the formal quotation or formal procurement process. Documentation of sole source procurements must be retained with other documentation related to the purchase or contract.</li> </ol> <p>E. Evaluating Responses to Requests for Proposals In the event that a Request for Proposal is issued (RFP) the criteria used to select vendor or service providers must be specifically identified to the extent possible and made a part of the RFP. The following criteria are required for all such selection procedures in order to evaluate the demonstrated performance of all potential vendors, service providers and contractors:</p> <ol style="list-style-type: none"> <li>The responding organization must have adequate financial resources or the ability to obtain them.</li> <li>The respondent must have the ability to meet all product or program design specifications (including required outcomes) at a reasonable cost.</li> <li>The respondent should have a record of past performance in providing the desired product(s) or service(s) and the requisite technical skills to perform the required work.</li> <li>The respondent must have the necessary operational and organizational controls to support the product or program design.</li> <li>The respondent must have a satisfactory record of integrity, business ethics, and fiscal accountability.</li> <li>All respondents must provide assurance that they are not on a debarment list. 12</li> <li>All respondents must provide proof of insurance. These certifications will be required elements for proposal submission and respondents not submitting these items will be considered non-responsive and will not be</li> </ol>
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		<p>considered in the selection process.</p> <p>8. The respondent must provide a budget for the proposed services, if applicable, including the reimbursement, fee-for-service or a combination of both terms. If fee-for-service services are proposed, the estimated number of hours must be stated and defended. If the fee is not all inclusive, other support costs must be detailed.</p> <p>9. IATA should conduct cost analysis on all bids before awarding contract.</p> <p>The IATA staff member issuing the RFP will comprise a review team to evaluate every response to the RFP. This team will review and rate all proposals which are considered responsive to the solicitation. The rating of each proposal will be accomplished using a rating system. Different rating systems will be customized as set forth in the Request for Proposal. Documentation of the review process, including all responses to the RFP; the rating criteria and results; the team members involved; the rationale for the selection; and documentation of the negotiation process to ensure cost reasonableness, will be maintained in the procurement file. This documentation should be submitted with the purchase order. Any relationships formed through the RFP process will be reviewed every two years, at a minimum.</p> <p>F. Procedure for Handling Appeals - If an award decision is protested or disputed by a non-selected vendor or service provider (regardless of the procurement activity), the non-selected applicant must provide, in writing, specific rationales for the appeal to the Chief Operating Officer. If the non-selected applicant feels that information potentially beneficial to the proposal has been overlooked by the review team, the entity should provide this information, in writing, at the time of appeal. Non-selected applicants will have fourteen (14) days following notification of rejection of their proposal to appeal the decision. The Chief Operating Officer will review the procurement file and issue a written response within ten (10) working days.</p>
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		<p>G. Contract for Services - All payments for services must be supported by a written contract. Payments for services provided by an organization should go directly to the organization and not to an individual employee of the organization. Whether services are provided by an organization or an individual, each is required to complete Form W-9, Request for Taxpayer Identification Number and Certification. The completed form must be submitted to the Business Manager before payment for services will be authorized. Copies of completed W-9s are forwarded to Bookkeeping Plus to ensure proper issuance of Form 1099-MISC at the end of the calendar year. Original W-9s are retained in the Business Office. All substitute teachers must have a Form W-9 on file as well. The completed form must be submitted to the Business Manager for payment for services before payment for services will be authorized. Copies of completed W-9s are forwarded to Bookkeeping Plus to ensure proper issuance of Form 1099-MISC at the end of the calendar year. Original W-9s are retained in the Business Office.</p> <p>H. Purchase Orders - When a vendor requires a purchase order, the Purchase Order Requisition Form must be completed and include all relevant purchase details (i.e. date, vendor, address, fund, expense code, quantity, description, price, shipping &amp; handling, etc.). If a vendor has provided a proposal, it must be attached to the requisition. The requisition is submitted to the Business Manager for approval. Once approved, it is forwarded to Bookkeeping Plus to generate the purchase order in triplicate as prescribed by the State Board of Accounts. Bookkeeping Plus will record the encumbrance in the state cash basis accounting software. The yellow copy of the Purchase Order is retained at Bookkeeping Plus. The other two copies are sent to IATA and require the signature of the Business Manager. If required, the white copy is sent to the vendor and the pink copy is retained in the open Purchase Order file at IATA. Once the product is received, the pink copy is matched with the packing slip and invoice and an Accounts Payable Voucher (Form SA 523)</p>
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		<p>signed by the Chief Operating Officer and Business Manager is forwarded to Bookkeeping Plus with all the documentation. The description included on the voucher indicates the fund and expense allocation for the disbursement.</p> <p>I. Cash Disbursements - Checks are processed as needed. Invoices submitted to the Business Manager will be processed and paid per the terms of the invoice. As Bookkeeping Plus prepares checks offsite for IATA, issuing manual checks is not possible. In emergency situations, a check can be received from Bookkeeping Plus via overnight mail or courier. The vouchers are reviewed and approved, along with all supporting documentation, by the Business Manager and Chief Operating Officer. The vouchers and supporting documentation are forwarded to Bookkeeping Plus for processing. Copies of all vouchers and support documentation are retained at IATA. Bookkeeping Plus will prepare the check. Once checks are received from Bookkeeping Plus, the Business Manager reviews them for completeness and accuracy. All checks are signed by the Business Manager and Chief Operating Officer. Copies of all signed checks are retained at IATA. If returned, voided checks are forwarded to Bookkeeping Plus and are appropriately defaced and filed. Funds are dealt with appropriately. Requests for cash disbursements are not permitted as a cash petty fund is not kept by IATA.</p> <p>J. Signature Policy - The School Board will determine who will have signatory authority and the appropriate authorization amounts for each individual. To optimize controls and have proper segregation of duties, the School Board will consider the School Board President, School Board Business Manager, and the approved School Officers with signatory authority. Individuals with access to the general ledger accounting software will not have signatory authority. The following School Officers have signatory authority and Individual Signatory Limits: i. Chief Operating Officer \$10,000 14 ii. Chief Academic Officer \$5,000 iii. Business Manager</p>
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		<p>\$5,000 Individual checks of a non-recurring nature greater than \$5,000 or other prescribed amount will require dual signatures prior to check issuance. Signature Stamps may be used but must be kept in a secure location accessible only to the Officer that it belongs.</p>
<p>9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.</p>		<p>The development of the budget for the CSP grant was done by the Executive Director/Chief Academic Officer, school staff, and President of the Board of Education. Lynn Black, who serves as our consultant, reviewed the budget and the application prior to the completion. The Executive Director/Chief Academic Officer will oversee the school operations. It is imperative to realize that a charter school must be operated under sound business management practices and policies. This is vital for the school to be financially viable and solvent. The school must operate within a realistic school budget. The school will contract with a Bookkeeping Plus to keep accounting records, audit information, payroll, and other financial data. The school will also employ a full-time business/finance manager for the daily financial operations. Multiple signatures by designated school personnel will be required on all checks. The Board of Director will have the final say on large financial matters, financial policy, and financial procedures.</p>

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant		We are not relying on any additional grants and that the general operating budget has been supported by investors who have captured the vision of the Indiana Agriculture & Technology School.
10. Provide an overview of the <b>facilities</b> to ensure they are safe, secure, and sustainable.		
10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs		We have facilities for our 607-acre farm campus which will be used for immersive laboratory learning throughout the school year. In addition to our current facilities, it is the vision of this organization for specific learning centers to be built on the farm campus over the next four to five years.
10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan		Transportation to our 607-acre farm campus is critical as it is a part of our academic curriculum plan, particularly in agriculture. We are using CASE (Curriculum for Agriculture Science) and Indiana's CTE Agriculture curriculum. Within this curriculum there are standards where students will be doing supervised agriculture experience through project-based hands on projects, which will be conducted on the farm campus. This will take place throughout the academic school year. We are currently working with certified school transportation organizations to contract our school transportation which will also meet adaptive needs of our students.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes <u>  X  </u>
B) Budget Form/Narrative (use required form)	Yes <u>  X  </u>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at <a href="http://compass.doe.in.gov">compass.doe.in.gov</a> &gt; Accountability &gt; Annual Performance Report</i>	Yes <u>  N/A  </u>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes <u>  X  </u>
E) Enrollment or student admissions policy	Yes <u>  X  </u>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Yes _____ N/A <u>  X  </u>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes <u>  X  </u>

# Charter Application to Authorizer

# Nineveh-Hensley-Jackson United School Corporation



## REQUEST FOR PROPOSAL

*For*

*Indiana Agriculture & Technology School*

*Opening in the 2018-2019 School Year*



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(NACSA)

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## PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

**Primary Contact.** Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application.

*Note:* As with all aspects of your application, names and contact information of the Primary Contact will become public information.

**Primary contact person:** Keith A. Marsh & Tony Smarrella

**Mailing address:** 1982 S. Morgantown Road  
Street/ PO Box  
Morgantown IN 46160  
City State Zip

**Phone: (Day)** (317) 201-8734 **(Evening)** (317) 201-8734

**Email address:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Primary contact for facilities planning:** No facilities is required for this charter school.

**Phone Number:** N/A **E-mail:** N/A

**Name of team or entity applying:** Indiana Agriculture & Technology School

**Names, roles, and current employment of all persons on applicant team**  
*(you may add lines as needed):*

Full Name	Current Job Title and Employer	Position with Proposed School
Keith A. Marsh	Consultant – A+ Educational Solutions	Executive Director-Chief Academic Officer
Tony Smarella	Consultant – Smarella Consulting	Executive Director-Chief Operations Officer
Allan Sutherlin	Management Consultant, CEO of Stakeholder International	Co-Founder
John Curtis	Managing Member, Network Venture Fund, LLC	Co-Founder
Lynn Black	CEO, Lynn Black Education Solutions, LLC	Consultant

**\*Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

**Will an application for the same charter school be submitted to another authorizer in the near future?**

☐Yes ☒No

**If yes, identify the authorizer(s):**\_\_\_\_\_

**Planned submission date(s):**\_\_\_\_\_

**Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:**

**Authorizer(s):**\_\_\_\_\_

**Submission date(s):**\_\_\_\_\_

**Provide the intended opening year for the proposed school.**

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2018 - 2019	Entire state of Indiana. This is a virtual charter school.	7 - 12	Grades 7 - 12

**Model or Focus of Proposed School** (*e.g.*, Arts, College Prep, Dual-Language, etc.), if any:  
Online Virtual School for grades 7 - 12 that will offer Dual Credit courses in high school, agriculture courses, and certification in various skill trades.

**\*Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

☐Yes ☒No

**If yes, identify the ESP or other partner organization:**\_\_\_\_\_

***\* If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.***

**Proposed Principal/Head of School Information:**

Name of proposed Principal/Head of School Candidate: Keith Marsh

Current employment: A+ Educational Services

Daytime phone: (317) 201-8734 Cell phone: (317) 201-8734

Email: [kamarsh1@icloud.com](mailto:kamarsh1@icloud.com)

Name of proposed Principal/Head of School Candidate: Tony Smarella

Current employment: Smarrella Consulting

Daytime phone: (317) 213-5495 Cell phone: (317) 213-5495

Email: [tsmarrella@yahoo.com](mailto:tsmarrella@yahoo.com)

**School Enrollment Projection**

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2018 – 2019	550	1000	7-12
Year 2 2019 – 2020	1000	1500	7-12
Year 3 2020 – 2021	1250	1750	7-12
Year 4 2021 - 2022	1500	2000	7-12
Year 5 2022 – 2023	2000	2500	7-12
At Capacity 2022 – 2023	2000	3000	7-12



## **SCHOOL NARRATIVE**

### **School Overview**

#### **Mission**

Indiana Agriculture & Technology School will focus on a creative and innovative agriculture/agribusiness focused high school education. The school will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The school will provide student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

#### **Vision**

Indiana Agriculture & Technology School will strive to be recognized as a model of academic excellence, characterized as engaged, dynamic, growing, and adding value to the lives of its students, staff, and community and to become a laboratory for the development of best-practices in every aspect of online education.

### **Educational Need and Anticipated Student Population**

Indiana Agriculture & Technology School will be dedicated to the success of all students who have not had their needs met in a traditional educational setting and dedicated to providing the services and educational programs using current technology necessary for these students to achieve academic and personal success, as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional 7-12 school setting.

Applications for enrollment will be accepted until the count day or days as established by Indiana's Department of Education. In the unlikely event that there are more applicants than spaces, Indiana Agriculture & Technology School will comply with all portions of IC § 20-24-5 and select students by random drawing in a public meeting.

Indiana Agriculture & Technology School will offer enrollment to students in grades 7-12. In year one of the school's operation, enrollment will be limited to a maximum of 1,000 students state-wide. In subsequent years, enrollment will increase as detailed in the school proposal overview and enrollment projection. The school may increase the number of Student Support Centers based on student enrollment and where they are coming from geographically. Our growth projections are small because we want to be able to serve our students effectively and with a more individualized touch than traditional online schools.

### **Education Plan/School Design**

The Board of Directors, administration, faculty, and staff of Indiana Agriculture & Technology School will accept these Guiding Principles and will establish a school of inclusion both in the instructional programs for all students, coupled with student and school accountability to foster

such standards. The Guiding Principles above will be woven into the school's program as follows:

- Maintain the inclusive nature of the public-school system by enrolling all eligible students who submit a timely application;
- Offer a creative and innovative alternative to students who are motivated to pursue an Agriculture/agribusiness focused high school education;
- Provide a flexible, Core 40 based education using virtual online curriculum that is accredited;
- Provide and support an agribusiness centered elective educational program that prepares students for expanded involvement in agribusiness; and,
- Award our students for innovation, perseverance and completion of the program with an accredited and recognized diploma that enables pursuit of workforce, professional, and educational advancement.

A blended educational approach using virtual education and on-site, hands-on laboratory experience to produce highly qualified high school graduates, ready to pursue higher education and/or workforce opportunities.

1. Virtual, blended approach with direct Student Learning Advocate supervision supports learning styles that require flexible schedules, unique learning abilities and personal challenges.
2. Offers standard Core 40 classes and Agriculture and Agribusiness focused elective and cross over curriculum to address student interests.
3. Provides a working environment that addresses professional educator requirements and opportunities.
4. Offers an agriculture and technology focused program and campus that encourages community and public involvement.

#### Our Workforce Objectives

1. Establish a network of corporate and farming partners throughout the state that will provide internships, part time and full-time jobs for Junior and Senior year students who maintain academic standards and progress toward graduation.
2. Support and assist as needed the partners to ensure legal and business compliance.
3. Provide a placement support team that will work with students to ensure access to jobs.
4. Encourage and support students who plan post-secondary education including vocational options.

Agriculture is the key to Indiana's economic foundation. It adds \$25 billion to Indiana's economy from farm, food and forestry products. Indiana agriculture has a dramatic \$10 billion multiplier effect on local economies, which ends up as a ripple effect. For every dollar in direct wages and income from farm, food and forest workers, more than 2.5 times that amount flows into a local economy. More than 16 percent of Indiana's workforce is connected to agriculture, with 245,000 jobs supported by agriculture.

Indiana is ranked 10th in national total agricultural production and is also in the top five for crop production, especially corn and soybeans. Livestock also plays a large part of Indiana



agriculture. It is ranked fifth in swine production, third in poultry. Source: Indiana Department of Agriculture

#### Workforce Demographics

- Aging Workforce -- the production agriculture industry has seen the **average age of farm operators increase**, an increase in off-farm occupations by farm operators, a decline in the amount of available farmland, and a growing spread in farming operation size. Since the 1987 Census of Agriculture, the average age of farm operators has been greater than 50 with Indiana's average age at 55. A reason for this advanced age structure of farm operators is the farm's status as the family home.
- The **decline in operators under the age of 25** may be attributed to the fact that more farmers are pursuing a college education. Almost one-quarter of farmers today have graduated from college with a four-year degree or more, compared to only 4 percent of farmers in 1964. One reason why farm operators are pursuing higher education is to enhance their ability to adapt to the rapidly changing agricultural marketplace, adopt new farming techniques, and obtain nonfarm jobs.

#### Workforce Demand

- Agribusiness and Farm based jobs are expected to remain stable over the next decade but **job demand will increase as the aging workforce retires or leaves the workforce.**
- Indiana is helping to fuel a **revolution in precision agriculture further transforming the Corn Belt to a new Tech Belt** by offering data-driven solutions aimed at closing the global food gap. These initiatives will further increase demand for agriculture supported jobs.
- Of all the agricultural occupations, the top five highest paying were pesticide and other agriculture chemical manufacturing (\$106,322), research and development in the physical engineering and life sciences (\$82,171), commodity contracts brokerage (\$69,246), food product machinery manufacturing (\$64,387), and agricultural implement manufacturing (\$60,487).

*(Indiana Business Research Center at IU's Kelley School of Business)*

*These key indicators point to demand for agriculture jobs, many will be highly paid as agriculture remains an important and growing sector of our state economy.*

The teaching and learning strategies at Indiana Agriculture & Technology School are designed to support academic achievement and social competence, and the school will incorporate diverse educational best practices that support individual development and academic success, such as School-wide positive behavior support systems. The school will also reflect on the social development approach that combines youth engagement activities that serve to build school and program bonds with a strong, research-supported academic curriculum, academic enrichment services, counseling, career preparation, life skills training (career readiness program), and other strategies that support academic achievement and responsible youth development.

The success of the Indiana Agriculture & Technology School educational model will ensure that this school's students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning

needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate, who is an Indiana certified teacher, who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

The role of Student Learning Advocate is key to the success of the student and the school's mission. In addition to the duties already described, the Student Learning Advocate is expected to perform the following:

1. Have a thorough understanding of EDGENUITY and any other curricula in use.
2. Maintain accurate records for each student under their supervision. Graduation check lists should be prepared for each high school student working directly with the schools Guidance Director as soon as possible and are to be updated as the student completes courses.
3. Monitor each student's progress every week or more often, if needed.
4. Students are to be contacted weekly, although some students may require more frequent contact. Accurate call logs must be kept and updated daily. This can be done via email, phone, and face to face.
5. Respond to all emails and/or phone calls within 24 hours and document all phone conversations with any student or parent.
6. Develop an accurate email list so that information can be shared with families as needed. All mass emails should be sent as blind carbon copies as many families do not like their email addresses to be shared with others.
7. Direct students to NWEA testing prior to ordering courses.
8. Maintain an up-to-date GENIUS page. Your GENIUS page should include a section where families can retrieve important documents and a section with the SLA contact information. You will use this page to post important announcements and as a major method of communication with your families.
9. Write letters of recommendation and providing SAT and ACT information and/or referring students to the guidance department.
10. Remind families to fulfill all course requirements.
11. Insure each senior has completed all graduation requirements.
12. Prepare students for taking all state-mandated tests.
13. Check each student's attendance and course progress prior to the weekly contact with the student and/or parent.

In addition, the Student Learning Advocate is responsible for the initial telephone call to the student and parent/guardian. During this call, the Student Learning Advocate will:

1. Discuss the results of the screening and transcript review as well as the graduation checklist where appropriate.
2. Explain log in procedures for accessing the student's courses.
3. Advise the student and parent/guardian on course selection.
4. Assist if needed with school issued technology and equipment.
5. Ensure that the student and parent has a copy of the Student/Parent Handbook.
6. That they have signed all the required forms for enrollment.

Thus, prior to the student beginning his or her coursework, the Student Learning Advocate will have developed a Personal Learning Plan for each student that includes all the items detailed above.

The collection of student performance data will begin at the admission's process. A reading and math assessment will be administered to the student, and initial results will serve as a baseline to determine learning needs and measure student growth. Student reading and math level assessments will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated. The school will implement universal screenings to be administered to all students in grades 7-12 three times a year, the first as a part of the admissions process. Using NWEA (Northwest Educational Assessment), students will be screened to determine accuracy of grade placement, course placement, and the possibility of providing academic assistance to students who are struggling or performing below expectations. The following is a detailed explanation of both instruments:

### **NWEA – Northwest Educational Assessment**

NWEA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's academic growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation.

School achievement data will be reported on a quarterly basis along with annual reports, which will include the school's progress on state report cards, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to academic achievement.

With its unique integration of technology and individualized educational programs, Indiana Agriculture & Technology School will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well- served or for whom online learning is the most appropriate choice.



- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.
- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for Student Learning Advocates**, who are at the very center of Indiana Agriculture & Technology School education model.
- **Assist all students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.

#### **Additional Assessments**

All students will take the NWEA assessments three times per year as a part of the universal screening program. Additional assessments may be utilized as needed for ELL students, students with disabilities, gifted students, or any student deemed appropriate by his or her Student Learning Advocate. This data will be used to inform strategies for student assistance programs and assist the Student Learning Advocate in course and supplemental program selection.

#### **Community Engagement**

This school will hold informational sessions open to the public and located across the state at the various student support centers to inform parents, students, and members of the community about Indiana Agriculture & Technology School, its programs, opportunities, and vision for the students of Indiana. Advertising for these sessions and for the school will occur via radio, internet, print media, and social media. Prior to the opening of the school, a parent advisory committee will be formed to provide input and insight to the Governance Board and the school administration. Community involvement will be a priority of the school, which will seek to become an integral part of the communities it serves.

#### **Leadership and Governance**

<b>Full Name</b>	<b>Address</b>	<b>Position with Proposed School</b>
Mr. John R. Curtis	650 E. Carmel Drive, Suite 330 Carmel, IN 46032	Board President
Mr. Bradford N. Barkley	15208 Destination Drive Noblesville, IN 46060	Board Treasurer
Mr. Peter S. Beering	1852 Limehouse St. Carmel, IN 46032	Board Secretary

The board will be expanding with more members. Additionally, an advisory board is anticipated.

### Age and Grade Range of Students to be Enrolled.

Grade Level	Number of Students					
	Year 1 550	Year 2 1000	Year 3 1250	Year 4 1500	Year 5 2000	At Capacity 3000
7	135	200	250	250	350	500
8	135	200	250	250	350	500
9	115	200	200	250	325	500
10	70	200	200	250	325	500
11	50	100	200	250	325	500
12	45	100	150	250	325	500

## Section 1. Curriculum and Instructional Methods

### Education Program

#### Program Overview

Indiana Agriculture & Technology School will be a 7-12 statewide virtual charter school with Student Support Centers located across the state. Indiana Agriculture & Technology School will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn from the safety of their own home under the supervision of a certified Student Learning Advocate. Each student will have an Personal Learning Plan crafted to meet his/her individual needs and will be assigned to a Student Learning Advocate, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family. Additionally, students can visit Learning Support Centers (LSC) for tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. LSCs will be located in regions throughout the state. Students can access their classes 24/7/365, and they will have access to the courses' Student Learning Advocate facilitators via email, discussion board, or phone Monday through Friday. Student Learning Advocates will be available via email and phone Monday through Friday with times that will be determined by the Student Learning Advocate and school. Student Learning Advocates of record will have on roster 150 students. Special education Student Learning Advocates will have a student load of 25 – 50 students.



## **Curriculum and Instructional Design for Core 40**

Indiana Agriculture & Technology School will be using EDGENUITY for its core curriculum program. EDGENUITY offers more than 100 courses for grades 6-12 in English language arts, social studies, math, science, world languages, and general electives. EDGENUITY also offers a full suite of career pathways and electives, test preparation solutions for national and state exams, and credit recovery courses. EDGENUITY courses are implemented in lab settings, virtual and blended environments, and alternative education programs that require flexible schedule. EDGENUITY meets the Indiana State Academic Standards and Common Core.

### **1. Course Design Process**

EDGENUITY courses are created by cross-functional teams of experienced educators and instructional course designers with expertise in curriculum development, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses from exemplary, high-performing districts. The scope and sequence of a course is then created and reviewed by domain experts and education practitioners.

Using the principles of backward design, the team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks. Prototype lessons are drafted and team-reviewed against research-based best practices, the iNaCOL National Standards for Quality Online Courses, and EDGENUITY's own development rubrics and guidelines, before the remainder of lessons are created.

### **2. Instructional Model**

EDGENUITY courses reflect research-based instructional practices to meet the needs of all students. Courses feature rigorous, explicit instruction led by expert, on-screen teachers. Motivating, media-rich content keeps students engaged, and powerful interactive instructional tools help them build content knowledge and essential skills. Aligned to Common Core and Indiana State Standards, EDGENUITY's courses include challenging content, relevant activities, adaptable formative and summative assessments, and real-time feedback.

Expert on-screen licensed teachers present learning objectives, explain concepts, model strategies, and provide relevant examples that help students transfer knowledge and make real-world connections. Meaningful assignments ensure students master key concepts and develop analytical and critical thinking skills. Students complete a range of tasks – including independent reading, practice, and guided online exploration, as well as projects and performance tasks. Simulations and virtual labs help students make and test predictions, while graphics, images, and animations bring content to life.

Each lesson includes assessments to determine whether students have mastered the lesson objectives. Cumulative practice and assessment is included at the end of each unit or topic, as well as at the end of each semester.

### **3. Interactive Tools and Support**

A full suite of digital tools helps students access content, complete assignments, and build essential skills. Animations and simulations provide explanation and modeling of key concepts and processes. Digital highlighters and sticky notes help students organize information, ask questions, and record observations. Read-aloud and translations tools help English language learners and students with special needs.

A build-in digital notebook called eNotes allows students to record, synthesize, and organize their thinking. A dynamic glossary and work look-up tool helps students build their academic vocabulary, while transcripts and video captions enable students to follow along with the on-screen teacher.

Calculators, graphic organizers, and other tools help student's complete assignments and promote the deep transfer of knowledge and skills.

### **4. Learning Management System Features**

EDGENUITY's learning management system offers a number of tools and features to support effective implementation. These include:

- Customizable assessment settings for time limits, grade weights, number of retakes, and passing threshold;
- Clear graphical representations of student progress to help students stay on pace;
- A customizable assignment calendar to help students track the coursework they should be completing each day;
- Diagnostic and prescriptive capabilities to individualize student learning paths based on existing levels of mastery;
- Robust reporting to enable educators to monitor student engagement, progress, and achievement;
- Administrator tools to set teacher permissions, review teacher actions, and monitor student data;
- A web-based Family Portal to enable parents and guardians to monitor student learning from their computer, tablet, or smartphone.

### **5. Supporting Students with Disabilities**

EDGENUITY courses include the following evidence-based practices designed to meet the needs of students with disabilities.

- Provide explicit instruction.
  - Explicit instruction includes setting learning goals, modeling with examples and non-examples and providing multiple opportunities for practice. EDGENUITY courses feature highly qualified, certified on-screen instructors who deliver explicit instruction, orient students to the lesson, goals, ground concepts in relevant real-life and worked examples that show the answer, and offer clear and concise explanations of subject matter. Tasks, assignments, and assessments embedded throughout each lesson and course provide students the opportunity to exercise higher-order thinking skills of analysis, evaluation, and application. Students also have the opportunity to apply learned skills and demonstrate information transfer.
  
- Model learning strategies
  - Students with disabilities face challenges in organizing ideas, selecting strategies to process information, focusing on activities, setting goals, and monitoring their actions. EDGENUITY on-screen teachers model learning strategies and explicitly teach students a wide variety of metacognitive strategies, such as self-monitoring, self-evaluation, goal setting, questioning, and self-explanation. Students learn to draw upon already known concepts and apply understanding to new, unfamiliar contexts. They are also taught how to identify appropriate learning strategies and to monitor their own understanding.
  
- Make instruction accessible
  - Visual aids and non-written expression enable special education students who have difficulty with audial, written, or verbal instruction to organize key concepts. EDGENUITY provides students with multiple means of representation, expression, and engagement. Representation is used through video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks in EDGENUITY courses are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers are included in instruction, tasks, and assignments.
  - Expression is used by asking students to read, write, practice, explore, create, and discuss. Throughout EDGENUITY instruction and assessments, students are presented with opportunities to manipulate images, answer multiple-choice questions, highlight text, complete surveys, and fill out graphic organizers. These multiple means of expression appeal to learning styles and allow students to demonstrate their knowledge in a variety of ways.
  - EDGENUITY courses are designed to engage students in a variety of ways. Self-paced technology and the on-screen teachers presents course concepts in ways that are relevant to students' lives. Courses are designed

to promote self-regulation and will visually alert students and teachers to the student's course progress and pace.

- Provide tools to support learning
  - Teachers provide scaffolds to support learning, then gradually remove them once student mastery is achieved. EDGENUITY provides a wide array of tools to support student learning. Before instructions, teachers create tutoring modules to give struggling students a more simplified explanation of fundamental concepts and skills. Instructors also have the option of enabling prescriptive and diagnostic pretests to modify a student's learning trajectory within a course. Students have access to eNotes, the embedded note-taking feature, as well as the eWriting tool which helps students organize their thoughts during the writing process. EDGENUITY toolbar includes text mark-up, language support, and specialized tools for math and science. The EDGENUITY CloseReader includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. Teachers can extend the time allotted for assessments and number of retakes.
- Provide appropriate feedback
  - Students receive immediate, corrective feedback each time they respond to a question within EDGENUITY instruction and assignments. Feedback messages are consistently designed to refine students' understanding of concepts and correct misconceptions.

## **6. Supporting English Language Learners**

- Provide multiple exposures to vocabulary
  - "Front-loading" or pre-teaching vocabulary before a lesson helps make content more accessible to students. At the beginning of each lesson, EDGENUITY students are explicitly taught four to six academic and domain-specific vocabulary words. Students have chances to practice using and applying these words through the course. They also have access to the EDGENUITY glossary tool, which enables them to track their understanding of vocabulary words.
- Set high expectations
  - Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course. Reading assignments, students learn to analyze text closely. Writing assignments require students to support a position using evidence from primary and secondary sources. In mathematics, students solve multi-step problems and justify their thinking. Interactive and open-ended activities leverage technology to enable students to make and test predictions and build conceptual understanding.



- Activate background knowledge
  - EDGENUITY activates students background knowledge throughout their courses. The warm-up at the beginning of the lesson connects student's prior knowledge to new content. Direct-Instruction videos emphasize the real-world context and relevance of the subject matter. On-screen teachers will prompt students to think about what they already know when learning new topics.
- Use home language strategically
  - Students can translate on-screen text into their home language. Students can also hear any section of text read aloud in their home language for auditory comprehension. The translation feature allows for students to check for accurate reading comprehension.
- Model metacognitive strategies
  - EDGENUITY provides problem-solving metacognitive and reading strategy instruction. Students are taught a multi-step process for solving problems. Students learn how to use mnemonics, graphic organizers, checklists, and problem-solving strategies to check, process, and retrieve information.
- Provide instructional support for the close reading of texts
  - EDGENUITY's CloseReader leverages the power of technology to model, scaffold, and reinforce close reading of text. The CloseReader models fluent and expressive reading at strategic points in the text. Text and audio reading supports scaffold thoughtful analysis of individual words, phrases, and sentences as students read. The CloseReader also features embedded comprehension tasks, ensuring that students think critically as they read, not just after they read.

Attachment 2 – Scope and Sequence/Indiana Course List/Instructional Services Elective Course List will be provided from our curriculum provider EDGENUITY.

Attachment 3 – Curriculum will provide information on the Curriculum provided by EDGENUITY.

### **Curriculum and Instructional Design for Agriculture Education**

Curriculum for Agricultural Science Education courses are developed using elements from pedagogical approaches that are recognized in educational literature as proven and effective modes of teaching and learning. This foundation ensures validity for CASE methodology and provides the recipe for the effectiveness of the CASE model. The CASE model is a careful blend of time tested instructional strategies used to guide students in their studies to meet the demands

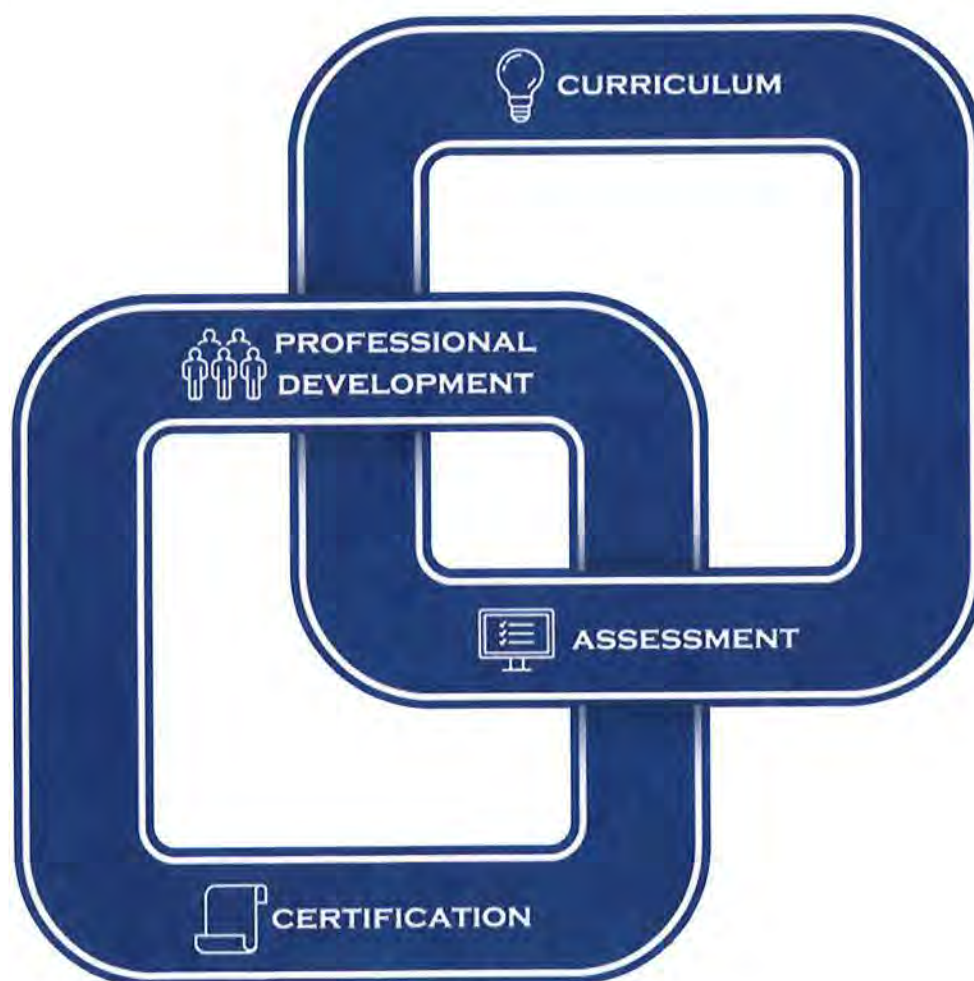


of post-secondary education and careers in the Agriculture, Food, and Natural Resources (AFNR) industries.

The Curriculum for Agricultural Science Education™ (CASE™) project develops a structured sequence of agriculture courses and serves as a model for elevating the rigor and relevance of agricultural education.

CASE is much more than just curriculum. In fact, CASE is a system of instructional support for the classroom teacher like no other resource in agricultural education today. The CASE model provides four major areas of support to promote solid classroom instruction using rigorous and relevant lessons while enhancing student learning.

The four areas of teacher support include curriculum, professional development, assessment, and certification. Each area contributes to the validity of CASE instructional materials by ensuring that teachers are properly equipped and trained and student learning is clearly accountable. More information on the CASE curriculum will be provided as we continue to develop and implement the program into our academic structure. See Attachment 3 – Curriculum.



## **Accreditation and Course Audit Process:**

AdvancED, a parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) provide our evaluation to be accredited. This accreditation will support the school's annual performance evaluation by the school board as well as the evaluation that will be conducted by the authorizer.

The audit process will include at minimum:

Tier I – An evaluation of the quality of the content of the school's academic courses.

Tier II – The collection and analysis of feedback provided by students enrolled in Indiana Agriculture & Technology School.

Tier III – A study of achievement and performance of students enrolled in Indiana Agriculture & Technology School.

Significant revisions and improvements are the result of the three-tiered audit process conducted by the school and AdvancED to continuously improve what the school is doing academically; this process of evaluation and analysis is ongoing.

## **Design:**

- **Specific research and best practice used in design**
  - EDGENUITY makes use of principles and practices that effectively link to standards-based instructional delivery
  - Specific research and best practices established by:
    - Grant Wiggins: Backward design in the planning of the scope and sequence of the concepts to provide cohesiveness and structure to learner objectives
    - James Brophy: Instructional practices that motivate and engage students in the learning process
    - Benjamin S. Bloom: Scaffolding instruction that moves from simple comprehension through application and analysis toward complex and abstract conceptualization of material at the evaluation and synthesis levels
    - Kay Burke: Using assessments to determine authentic learning (*The Mindful School*), methodologies for students to demonstrate their understanding of concepts... Also, using student response to determine and identify “gaps” in understanding
    - Marc Prensky: recognizing the skills, talents and competencies of “digital natives” to promote student engagement, decision making, and application of key concepts using 21<sup>st</sup> century technologies
    - R. Elliott / D.R. Garrison / T. Anderwon: E-Learning and ePedagogy in the 21<sup>st</sup> century
    - J. Twist: Challenges of digital learning and digital delivery
    - Ted McCain and Ian Jukes: Education in the age of technology. New paradigms and frameworks to keep “schools” relevant and rigorous while embracing technological advancements.

Because EDGENUITY courses are designed specifically for use in an asynchronous environment, these courses provide unprecedented innovative learning opportunities. All EDGENUITY courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student's ability to achieve success in an online learning environment. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology. All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in EDGENUITY courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects. Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

All EDGENUITY courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to Indiana Agriculture & Technology School includes gap and coverage information, as well as details of scaffolding. Courses are aligned to Indiana State Standards and Common Core Standards.

## **Pupil Performance Standards**

### **Goal 1: Academic Achievement**

Indiana Agriculture & Technology Preparatory School will demonstrate improvement in the state's school accountability system. For each year of operation, Indiana Agriculture & Technology Preparatory School will receive a grade of C or better beginning in the first year of its evaluation. For each subsequent year, Indiana Agriculture & Technology Preparatory School will receive the same grade or better than the year before. By year 5, the goal is for the school to have a rating of A.

Indiana Agriculture & Technology Career School will demonstrate improvement in the state's school accountability system. For each year of operation, Indiana Agriculture & Technology Career



School will receive a grade of D or better beginning in the first year of its evaluation. For each subsequent year, Indiana Agriculture & Technology Career School will receive the same grade or better than the year before. By year 5, the goal is for the school to have a rating of B.

### **IDOE Growth to Proficiency Table**

	<b>LOW MOVEMENT</b>		<b>STANDARD MOVEMENT</b>		<b>HIGH MOVEMENT</b>	
<b>Prior Year Status</b>	<b>Target Range</b>	<b>Points Awarded</b>	<b>Target Range</b>	<b>Points Awarded</b>	<b>Target Range</b>	<b>Points Awarded</b>
PP2	0-43	50	44-61	100	62-99	150
PP1	0-43	50	44-61	100	62-99	150
P3	0-43	50	44-61	100	62-99	150
P2	0-42	50	43-59	100	60-99	150
P1	0-41	50	42-56	100	57-99	150
DNP3	0-39	0	40-62	75	63-99	175
DNP2	0-36	0	37-61	75	62-99	175
DNP 1	0-34	0	35-59	75	60-99	175

### **Goal 2: Documentation of Value Added**

Percentage of students enrolled for at least one semester who make progress on the NWEA tests or other instrument as measured three times during the school year will increase.

<b>Benchmark</b>	<b>Rating</b>
>80%	Exceeded
70-80%	Met
<70%	Did Not Meet

**Goal 3: Graduation  
Rate**

Using the first year of operation as a baseline, the graduation rate will increase a minimum of 5% on an annual basis.

**Goal 4: Participation  
Rate**

Beginning in year 1, the percentage of students required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%. Minimum participation rate will be 95%.

**Goal 5: School-wide  
Satisfaction**

The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third-party survey, agency to be determined at a later date.

Benchmark Levels	Rating
>80% will report satisfaction	Exceeded
70-80% will report satisfaction	Met
<70% will report satisfaction	Did Not Meet

**Organizational Goals**

With its unique integration of technology and individualized educational programs, Indiana Agriculture & Technology School will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.



- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Virtual, blended approach with direct teacher supervision** supports learning styles that require flexible schedules, unique learning abilities and personal challenges,
- **Create new professional opportunities for Student Learning Advocates**, who are at the very center of Indiana Agriculture & Technology School education model.
- **Assist all Indiana students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.
- **Become a laboratory for the development of best-practices** in every aspect of online education
- **Establish a network of corporate and farming partners** throughout the state that will provide internships, part time and full-time jobs for Junior and Senior year students who maintain academic standards and progress toward graduation,

### **Measurement and Evaluation of Academic Progress**

Student assessment data will be collected daily, weekly, monthly, at the end of each semester, and at the end of the school year. State-mandated test results, NWEA assessments, and other artifacts of student work will be used to determine academic growth. Students placed into the RtI Program will be tracked separately, in addition. Results of the NWEA assessments will be compiled by grade level and for the school as a whole. Because this is a virtual school, grade level determination is made on a case-by-case basis after careful examination of the student's transcripts, standardized test score, other artifacts of student work, and any additional factors such as an IEP, High Ability Education, or 504 Plan. As a part of the initial course selection process with the student's Student Learning Advocate, parents and students are provided with specific information regarding the student's current grade level and the requirements' for progressing to the next in each subject area. Students in grade 9 and above will have a graduation check list created for them by the schools Guidance Director. This document will be constantly updated and reviewed with both the student and his or her parents, so that they are always informed of the student's progress toward completing all graduation requirements.

### **Student Information System**

GENIUS will be our student information system provided by EDGENUITY. More detailed information on how the system will work will be provided at a later date as we develop our program.

### **High School Graduation Requirements (*High Schools Only*)**

To complete all the requirements for graduation, Indiana Agriculture & Technology School students must successfully complete all Indiana Graduation Requirements as described in IC §20-32-4. To earn credits, a student must successfully complete the

academic class with a grade of 60% or higher. Grade point averages are calculated on a 4-point scale, and students and parents have access to all grades at all times. The graduation checklist will serve as the transcript for high school students and will contain all courses with grades and results of all standardized tests. A complete listing of all academic courses, including electives may be found in the academic catalog, a copy of which is included with this application.

The rigor of the academic courses, combined with the number and types of courses required by Indiana for a student to graduate absolutely ensures that the student will be well prepared for post-secondary opportunities, either academic or in the workforce. A key component of Indiana Agriculture & Technology School will be offering its qualified students the opportunity to enroll in dual credit courses, thus enabling students to graduate with several college credits.

The student assistance program and RtI (Response to Intervention) program provides immediate and ongoing assistance to students who are struggling academically. All students will be given two tests at the time of enrollment to determine their level of achievement in both reading and math. Indiana Agriculture & Technology School has selected NWEA (Northwest Educational Assessment) to utilize in addition to all state-mandated and national testing. Universal screening is key to making data-driven decisions and empowering every student to achieve his or her academic goals. The tests are aligned to state standards and can be used to predict proficiency on high-stakes tests, understand how reading and math skills are developing, and construct appropriate remedial help when necessary. With powerful online assessments that act like reading and math specialists, and supplemental online instruction tailored to each child's profile, Student Learning Advocates can help provide fast and powerful assistance to students. These assessments adjust to the student in real time, reducing test frustration and providing the school and parents with valuable diagnostic data and instructional recommendations. Based on the results of these tests, students can be placed immediately into a variety of programs, all designed to promote skills mastery and academic achievement.

### **School Calendar and Schedule**

Indiana Agriculture & Technology School will operate a balanced calendar with 188 official school days, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her Student Learning Advocates and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed within the academic calendar, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total more than 940 hours of instructional time per 188 days. Each day that a student is in attendance, the student will log into GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Technology

Director when the course selection is complete. Students are provided with extensive orientation by the school about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school.

This data is housed in GENIUS, the Student Information System. According to data collected on current online schools throughout the country, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace. Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. Indiana Agriculture & Technology School will utilize the attendance policies developed by the school. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

1. ***Students who are ill:*** Students with chronic or acute illnesses (long-term), should notify their Student Learning Advocates of any special needs they have with regard to completing course work. The Student Learning Advocates may request that the attending physician write or email the school explaining the student's needs. The Student Learning Advocates will document those needs, and ensure that the student's record reflects this.
2. ***Students who are elite athletes:*** Students who compete in a sport that requires travel should notify their Student Learning Advocates of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.
3. ***Students who are performers:*** Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their Student Learning Advocates and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

### **School Culture**

The success of the educational model will ensure that this school's students will have access to the highest quality online curriculum (EDGENUITY) and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students



will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

During the enrollment process, students and parents will be provided with a student-parent handbook that contains extensive information about every aspect of the school, including contact information for the Student Learning Advocate, help desk, and other departments of the school. At this time, parents and students will be provided with copies of the academic honesty policy, acceptable use of technology policy, and the student/parent contract, which details expectations for attendance, participating in state and school mandated tests, and maintaining frequent contact with the Student Learning Advocate. At this time and at the time of the initial phone call from the Student Learning Advocate, students and parents will be fully briefed on the student-centered philosophy of the school and its commitment to seeing every student succeed.

Students with special needs, English Language learners, and any student deemed to be at risk of academic failure will be closely and carefully monitored. Supplemental programs will be provided as needed. Detailed explanations of the various programs are found in the section titled "Special Populations and At-Risk Students".

A typical day for a middle school student would include spending approximately one hour per subject, engaged in both the instruction and completing any assignments and/or related activities. Some students work with their Student Learning Advocate to create a block schedule, while others work on all courses at the same time. Students have the ability to determine their own pace for each course, so that students who require more time to absorb material in one course can move at a slower pace for that class, while maintaining a regular pace for the other courses in which he or she is enrolled. There is a course calendar located on the menu bar on each course's home page. This will help the student, parent, and Student Learning Advocate to see how the student is progressing through the course. The typical lesson requires about 1.5 hours for the student to complete, thus enabling the student to complete 2.5 lessons per week per subject and complete a semester course in 94 days.

Student Learning Advocates, who are Indiana certified, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. Student Learning Advocates create a schedule for contact so that the parent and student are available for this weekly contact. During the call, the Student Learning Advocate will review the student's attendance and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other

school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. Student Learning Advocate must return all phone calls and emails in 24 hours or less. Student Learning Advocates may also meet with the student and his or her parents at one of the Student Support Centers to provide additional assistance to the student.

### **Supplemental Programming**

Indiana Agriculture & Technology School will operate on a year-round basis concurrent with our academic school calendar (188 instructional days), with the exception of national holidays or as indicated on the school's web site.

Indiana Agriculture & Technology School plans to offer field trips and sponsor family activities and informational sessions. Field trips will be free for the students, and families may attend at their own cost. Family activities, such as school picnics and informational sessions will be offered at the Patriot Farm and/or Student Support Centers and will be free of charge to all students and their families. Funding for these initiatives will come from the school's budget. The goal will be to offer a field trip at least once a month, as well as to offer activities and programs at Patriot Farm, Student Support Centers, and various locations throughout the state as often as twice a month.

Indiana Agriculture & Technology School is dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained staff to individualize educational strategies that will empower each student to succeed. While this is a challenge in a virtual school, the administration of Indiana Agriculture & Technology School has had extensive experience in creating and maintaining a student-centered environment, where students feel valued and respected. Indiana Agriculture & Technology School will implement the Student Assistance and RtI model. In addition, faculty and staff will receive ongoing professional development in best practices in mentoring in an online environment. Finally, the creation of Student Support Centers around the state will enable students and their families to meet with faculty and administration.

Indiana Agriculture & Technology School will utilize the full range of supplemental programs designed to engage students, encourage those who are struggling and empower those who are excelling to expand their academic horizons.

### **Special Populations and At-Risk Students**

This school will serve students with disabilities whose needs can be met in an online environment, even if the use of assistive devices is required for the students to complete their course work and even if the student has been unable to have his or her needs met in a traditional brick and mortar classroom. Is it the experience of our team that many students with disabilities thrive in this online learning environment, particularly students with Asperger Syndrome, Tourette Syndrome, ADHD, ADD, PDD-NOS (Pervasive Developmental Disorder-Not Otherwise Specified), and other disabilities. Students with



profound hearing loss may also be very successful in this learning environment, as are students with school phobia, chronic illness, physical disabilities, and other disabilities.

This school will hire a fully-qualified and experienced Director of Special Education Services, with experience in online education, to oversee the special education faculty and to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's IEP, and to oversee and direct all activities of the special education department, including testing and evaluations, IEP conferences and any other duties as may arise. The Director of Special Education will be a certified special education Student Learning Advocate in the state of Indiana, with experience in administration of special education programs. All Student Learning Advocates assigned to students with IEPs or who have been identified under IDEA will be certified in special education in the state of Indiana. It is the responsibility of this school to ensure that all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This school fulfills the above duties with this annual notice, and will continue to post this notice annually. This school is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-
- blindness
- Deafness
- Emotional
- Impairment
- Hearing
- Impairment Mental
- Retardation
- Multiple Disabilities Orthopedic Impairment
- Other Health Impairment
- Specific Learning
- Disability Speech or
- language Impairment
- Traumatic Brain Injury
- Visual Impairment

## **Screening**

This school will establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include screening activities that include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. Screening is conducted at one of the Student Support Centers, unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they will be able to call or write to the school's Director of Special Education.

## **Evaluation**

When screening indicates that a student may be eligible for special education, this school will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAT), which includes a Student Learning Advocate, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation Indiana Agriculture & Technology School shall provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The school must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at parent's expense.

## **Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education Student Learning Advocate of the child (if the child is, or may be participating in the regular education environment), at least one special education Student Learning

Advocate, or where appropriate, at least one special education provider, and a representative of the school. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment (LER) in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

### **Services for Protected Handicapped Students**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). This school must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws the school will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

### **Mode of Communication**

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The school will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication). The school will provide any and all services dictated by the student's IEP through the use of contracted services with approved providers.

## **Transition Services**

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team),

the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals. The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from school to post-school activities.

This school plans to provide its students with the best possible transition services. To this end, the school will utilize a career exploration program for students.

- Delivers simple, age appropriate content customized by developmental level, middle school versus high school.
- Provides a reliable foundation for career exploration by starting the process with research-based assessments.
- Helps students easily navigate through their career options while making connections between coursework and the world of work.
- Supports high school completion and confident college choices with flexible education planning tools.
- Promotes effective career preparation by introducing students to lifelong portfolio development.

## **Assistive Technology**

Assistive technology products are designed to provide additional accessibility to individuals who have physical or cognitive difficulties, impairments, and disabilities. When selecting assistive

technology products, it is crucial to find products that are compatible with the computer operating system and programs on the computer being used.



## Descriptions of Assistive Technology Products

Alternative input devices allow individuals to control their computers through means other than a standard keyboard or pointing device. Examples include:

- Alternative keyboards—featuring larger- or smaller-than-standard keys or keyboards, alternative key configurations, and keyboards for use with one hand.
- Electronic pointing devices—used to control the cursor on the screen without use of hands. Devices used include ultrasound, infrared beams, eye movements, nerve signals, or brain waves.
- Sip-and-puff systems—activated by inhaling or exhaling.
- Wands and sticks—worn on the head, held in the mouth or strapped to the chin and used to press keys on the keyboard
- Joysticks—manipulated by hand, feet, chin, etc. and used to control the cursor on screen.
- Trackballs—movable balls on top of a base that can be used to move the cursor on screen.
- Touch screens—allow direct selection or activation of the computer by touching the screen, making it easier to select an option directly rather than through a mouse movement or keyboard. Touch screens are either built into the computer monitor or can be added onto a computer monitor.
- Keyboard filters are typing aids such as word prediction utilities and add-on spelling checkers that reduce the required number of keystrokes. Keyboard filters enable users to quickly access the letters they need and to avoid inadvertently selecting keys they don't want.
- Light signaler alerts monitor computer sounds and alert the computer user with light signals. This is useful when a computer user cannot hear computer sounds or is not directly in front of the computer screen. As an example, a light can flash alerting the user when a new e-mail message has arrived or a computer command has completed.
- On-screen keyboards provide an image of a standard or modified keyboard on the computer screen that allows the user to select keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option that highlights individual keys that can be selected by the user. On-screen keyboards are helpful for individuals who are not able to use a standard keyboard due to dexterity or mobility difficulties.
- Reading tools and learning disabilities programs include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading. Options can include scanning, reformatting, navigating, or speaking text out loud. These programs are helpful for those who have difficulty seeing or manipulating conventional print materials; people who are developing new literacy skills or who are learning English as a foreign language; and people who comprehend better when they hear and see text highlighted simultaneously.
- Screen enlargers, or screen magnifiers, work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.
- Screen readers are used to verbalize, or "speak," everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken



aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface. Screen readers are essential for computer users who are blind.

- Speech recognition or voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice.
- Text-to-Speech (TTS) or speech synthesizers receive information going to the screen in the form of letters, numbers, and punctuation marks, and then "speak" it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and provide a spoken voice for individuals who cannot communicate orally, but can communicate their thoughts through typing. EDGENUITY allows multiple languages and translation to be used in text to speech.
- Talking and large-print word processors are software programs that use speech synthesizers to provide auditory feedback of what is typed. Large-print word processors allow the user to view everything in large text without added screen enlargement.
- TTY/TDD conversion modems are connected between computers and telephones to allow an individual to type a message on a computer and send it to a TTY/TDD telephone or other Baudot equipped device.

This school will continue to research and procure the best in assistive technology products for its students. The Director of Special Education will work closely with the Director of Technology to ensure that the implementation of all assistive technology is fully supported.

The establishment of English Language Learners Committee is vital when considering the educational needs of ELL identified students. Members shall include an administrator, ELL Student Learning Advocate/coordinator, classroom Student Learning Advocate, parent/guardian and, if needed, family representative to serve as liaison to the Student Learning Advocate, community language facilitator or liaison, and the ESE Student Learning Advocate. This notion of committee validates the point that education is a multi-aspect endeavor. This also reinforces the school's commitment in establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their natural language.

Included in the enrollment packet is a Home Language Survey which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home Language Survey Questions. Upon review the form will be filed and remain in the student's cumulative folder. The Home Language Survey consist of three questions as follows:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Students who have answered yes to any of the three questions will be required to participate in a language assessment. A student who answers yes to question #1 will be assigned to a regular education group until the program assessment and language assessment can be administered. If a student answers yes to questions #2 and/or #3 of the three Home Language Survey, he/she will be placed into an ELL group until the English language proficiency assessment is administered. A student's educational background, previous transcripts, assessments and parental input are important components of the decision-making process. The ELL committee will review the student's previous work and meet with the student and parent to discuss placement and to develop his/her ELL Student Plan. A community language facilitator will be made available to the parent and family as needed during this process. The ELL Student Plan is a written document that identifies the student's name, instruction by program, including programs other than the ESOL programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit the student as English proficient. The ELL Student Plan will be filed with his/her cumulative folder. Each student's ELL plan is reviewed and updated by the Student Learning Advocate mid-year.

Indiana Agriculture & Technology School will use resources that are made readily for the implementation of ELL services. These services may include but are not limited to community partnerships with resources made available through the IDOE, and professional development opportunities. This aspect of ELL is done to ensure that Indiana Agriculture & Technology School is providing the most effective academic services to ELL students with respect to both academic and cultural values.

Instruction will be provided in an online environment through EDGENUITY with support from highly qualified student learning advocates. Because the EDGENUITY is presented in an online format, material can be printed out for the student. This provides an opportunity for the student to compile a portfolio of lessons as to ensure understanding and recall of specific concepts. The courses, materials, and resources can be utilized as they are with non-ELL students. Content Student Learning Advocates of ELL students will supplement their instruction with a variety of resources and materials that support student achievement in language proficiency and academic content. Both content area and ESOL Student Learning Advocates will work together to provide instructional consistency. The school will also provide the opportunity for ELL students who qualify to partake in the honors and Advanced Placement courses as well as any special needs programs if applicable to the student.

Students who have met the exit criteria are coded as LF which means the student will be monitored for a period of two years from the date of exit. The ESOL Student Learning Advocate/coordinator and administrator will monitor the progress of each student who has exited the ESOL program. The required four report cards will be reviewed, dates documented and signed by the administrator and ESOL Student Learning Advocate/coordinator. A student's progress that falls below average in any content area will be referred to the ELL Committee for further discussion on strategies and changes that may be necessary to support the student. Students who are eligible to return to the ESOL program will be reclassified as ELL and meet with the ELL Committee to develop a new ELL Student Plan. All new information will be filed in the student's ELL folder which is then filed with the cumulative

folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL Student Learning Advocate and general education Student Learning Advocate.

Indiana Agriculture & Technology School will employ highly qualified, certified Student Learning Advocates and a minimum of one ESOL endorsed Student Learning Advocate. Additional Student Learning Advocates not already ESOL endorsed will begin the training at the onset of their first assigned ELL student. Indiana Agriculture & Technology School will adhere to all caseload ratios set forth by IDOE and will staff in accordance to such. Indiana Agriculture & Technology School will also take full advantage of partnering with other educational entities as well as promoting professional development opportunities as the need arises.

Indiana Agriculture & Technology School is committed to ensuring that the ESOL Programs and Services will help ELL Students achieve academic success and IDOE standards. The school ESOL curricula and instruction will be aligned with all Indiana Department of Education standards.

The school will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ESOL strategies, and the use of supplementary materials.
- Students will be offered many opportunities to listen, speak, read, and write.
- Lessons will be aligned with Indiana state standards and documented as required by the state.

Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to assist the student in meeting state expectations for proficiency.

- A LEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials that are translated to their language.
- The school will not deny English Language Learner students access to any EDGENUITY being offered to Non-ELL students.

### **Response to Intervention**

Indiana Agriculture & Technology School will utilize the Response to Intervention Program that will be in place at the school. This comprehensive plan has a proven track record and it can be readily implemented in both an online and a traditional brick and mortar environment. Using



universal screening to identify and diagnose the needs of all students who are performing below grade level or below the proficient level on state-wide assessments, Indiana Agriculture & Technology School will compile data from the various screenings and move quickly to intervene with the student. The Response to Intervention Model looks like this:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- ***High-quality, scientifically based classroom instruction.*** All students receive high-quality, research-based instruction in the general education classroom.
- ***Ongoing student assessment.*** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- ***Tiered instruction.*** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- ***Parent involvement.*** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Each of these essential components is addressed in the "Include Essential Components" section of this Web site.

Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.



### **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

### **Tier 2: Targeted Interventions**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

### **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

## **Response to Intervention Overview**

What is RtI? RtI is a service delivery framework or strategy for the implementation or early intervening services. It is a multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address these difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

### **The Goal**

#### **To develop:**

- A comprehensive, multi-tiered intervention strategy to enable early intervention
- An alternative to the discrepancy model for the identification of at risk students
- Continuous monitoring of student progress
- Benchmark/outcome assessment

### **The Model**

- An integrated approach for general, remedial, and special education needs
- Resources organized and scientifically research-based practices provided in direct proportion to student needs
- A best-practices approach
- All system variables-child, Student Learning Advocate, & environment
- Results in objective and measurable interventions

### **General Outcomes**

- Increased expectations for ALL students
- Shared ownership for ALL students
- Focus on instruction
- Focus on the matching of instructional approaches/methods with the student's needs
- Reduce special education referrals
- Reduce disciplinary referrals

## **Admissions Policy and Criteria**

For year one of the charter, Indiana Agriculture & Technology School will target enrollment to 550 students with a maximum projection of 1,000 students. Enrollment over the next four years will be Year 2 – 1000; Year 3 – 1250; Year 4 – 1500; and Year 5 – 2000. Targeted capacity after Year 5 will be 2000 students with a maximum capacity of 3,000 students by Year 7. A student enrollment lottery is in place and will be used for the 2018 - 2019 school year, if needed. See the policy at the end of the application with Attachment 6.

Both broad-based publicity efforts and targeted marketing will emphasize the mission of Indiana Agriculture & Technology School, so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The school will research and utilize an outside firm to help

with our marketing and recruiting expertise and will utilize a fully developed plan to promote student enrollment.

## **Marketing and Recruiting Strategies for Indiana Agriculture & Technology School**

### **STRATEGY AND GOALS**

Our goal for Indiana Agriculture & Technology School Marketing and Recruiting campaign is twofold:

1. To raise awareness among parents and families in Indiana about the school, a new state-wide, full-time, online learning option for all 7<sup>th</sup> - 12<sup>th</sup> graders state-wide. Indiana Agriculture & Technology School will open for the 2018 - 2019 school year.
2. To promote the EDGENUITY online learning option, featuring innovative and engaging courses, and to build the credibility of Indiana Agriculture & Technology School as the leading online learning option in Indiana.
3. Offer a creative and innovative alternative to students who are motivated to pursue an Agriculture/agribusiness focused high school education
4. Provide a flexible, Core 40 based education using virtual online curriculum that is accredited.
5. Provide and support an agribusiness centered elective educational program that prepares students for expanded involvement in agribusiness

To achieve these goals, we will be implementing a multi-layer strategy in the state using

- Earned media outreach
- In-person information sessions
- Communicating with families in the state through radio advertising
- Targeted e-blasts
- Building and expanding a social media presence
- Implementing a small but highly targeted online advertising campaign

### **TACTICAL STRATEGIES**

#### **1. Indiana Agriculture & Technology School Reputation Audit**

The conversations surrounding an organization online are critical to its brand and the impression of key audiences. In this case, because Indiana Agriculture & Technology School is launching for the 2018 -2019 school year, there will be very little, if any, existing online conversation about the program. It is still essential that the school gauges the environment and tone surrounding the general concept of online learning and e-schools in Indiana, as well as the presence and reputation of Indiana Agriculture & Technology School's competitors. We will conduct an online audit to examine these

various conversations, researching traditional and online media, blogs, and social media to determine the impression of Indiana e-learning opportunities. By establishing a foundation of understanding of these broader topics in Indiana, we can ensure that we position Indiana Agriculture & Technology School in a way that will resonate with our key audiences.

## **2. Indiana Agriculture & Technology School Landing Page**

It will be important for parents, school counselors, and administrators to access Indiana-specific information, provided and managed by Indiana Agriculture & Technology School. Indiana Agriculture & Technology School will create a fully functional, easily searched website. This site will provide a description of the school and highlight its course offerings through EDGENUITY. The website will also feature enrollment and contact information, as well as a form that visitors can fill out that will enable the school to capture their information for future reference. The website will also feature information on the individual course offerings for academic initiative.

## **3. Outreach to Local Media Outlets**

Reaching out to key education reporters, bloggers, television producers, radio hosts, and other media personalities in media markets throughout Indiana will raise awareness about Indiana Agriculture & Technology School and its EDGENUITY offerings. To that end, Indiana Agriculture & Technology School will do a series of statewide press releases highlighting the launch of the school program. These press releases will focus on introducing Indiana Agriculture & Technology School and announcing enrollment for the 2018 - 2019 school year, the individual course offerings, and the benefits and opportunities of online learning. All the releases will maintain a focus on the school and the benefits and options it provides to students and families who participate. The timing of these press releases will tie in with the many information sessions that are planned for the months following the charter's approval. In addition to issuing these press releases, the school would like to invite reporters to attend these information sessions in person, to meet school and school representatives and to speak to families who are considering the cyber school option for their children. By reaching out to reporters and speaking with them face-to-face, the school can begin to build a relationship with the key media outlets in the state that will continue into the school year and beyond.

## **4. Social Media**

Involvement in social media will be essential to spreading our key messages in Indiana. Indiana Agriculture & Technology School is in the process of dramatically expanding their presence on Facebook and Twitter, You Tube, and Instagram. The school will capitalize on this expanded presence, driving traffic to these sites to build the online community of supporters for individuals interested in Indiana Agriculture & Technology School information. It has been our experience that traditional media outreach and social media presence are intertwined; as one grows, the other grows, and vice versa. The outreach in both spaces will use the best stories, case studies, reporting, and community activity to continue to create awareness about our school and the online learning options provided through Indiana Agriculture & Technology School.



### ***Facebook – Indiana Agriculture & Technology School***

Indiana Agriculture & Technology School will be creating a Facebook page to promote the school's brand and online learning options. This page will provide a community forum for the students and families who enroll in the school, as well as serve to share the story of the organization with potential students & interested parents. Once the school year begins, that presence will continue to grow with direct input from Student Learning Advocates, school administrators, and even students. The Facebook page will also drive traffic back to the Indiana Agriculture & Technology School landing page.

### ***Facebook – EDGENUITY***

The Facebook page will serve as a key resource and promotional tool in a space where many of the target audience members visit at least once a day. The page will house key information about EDGENUITY and courses available for potential students.

## **5. Google Search Word Ads**

Buying online ad words is an effective, highly targeted, and relatively inexpensive method to drive visitors to the school sites. By purchasing a set of relevant search terms, the website link will appear when our target audiences have their hands raised and are looking for information on our topic.

## **6. Banner Ads**

Banner (image) ads run the same way as Google Ad words search advertising, meaning that the search terms provided will determine placement of the ads. The school will have the option to pay per click, or per impression (image ads per click usually runs slightly higher than the regular search advertising), and similar to our other campaigns, we can set a daily budget, so we are guaranteed to stay within our spending limit. Indiana Agriculture & Technology School can also find and choose placements for an ad based on categories (education, home school, etc.), specific URLs, or demographics.

This online advertising will be important in the outreach to Indiana families to ensure that they are aware of the launch of the school; it can also be tailored to provide details and specifics on the various information sessions that will be held in the state, to drive attendance to those sessions.

## **7. Radio Blasts**

Indiana Agriculture & Technology School will develop a soft radio & print marketing campaign promoting the school and the EDGENUITY offerings, and open enrollment, to run in participating Indiana markets in early Winter 2018. This campaign will ramp up as information sessions are established.

## **8. E-blasts**

As part of the landing page, Indiana Agriculture & Technology School will include a form to fill out that will "capture" visitor's key information, including email address. As the school builds up the list of interested people and contacts, they will start to send them e-blasts with information about Indiana Agriculture & Technology School and its academic offerings. These e-blasts will allow the school to reach families directly, providing them with resources, the website for the school, and other vital details about

where they can go with questions and to receive more information about the cyber program.

#### **9. Mailings, Field Marketing Events, Information Sessions – TBD**

To promote the information sessions and to be sure the information is reaching key audiences with information about the cyber school, Indiana Agriculture & Technology School will utilize its e-blast system to send the specific logistics for information sessions, to ensure people know when and where they can attend in-person to receive more information about the cyber program.

### **Student Attendance**

Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the virtual school environment, and the role of the Student Learning Advocate is an important part of this, since the Student Learning Advocate is the student's first point of contact with the school and his or her resource for all academic issues. A process will be in place to deal with students who are not fulfilling their responsibility academically while a student at Indiana Agriculture & Technology School. This process is called Academic Review Status Policy which has a three-step process. The process is included in Attachment 4 of the application.

### **Student Engagement Policy**

Per IC 20-24-7-13, a student who fails to participate in courses may be withdrawn from enrollment with the school provided that the following has been followed:

1. Adequate notice of the withdrawal is provided to the parent and the student; and
2. An opportunity is provided, before the withdrawal of the student by the school, for the student or the parent to demonstrate that failure to participate in the course is due to an event that would be considered and excused absence under IC 20-33-2.

Our Academic Review Status policy provides the adequate process required for the Student Engagement Policy. See Attachment 4 for the Academic Review Status Policy.

### **Documentation of Attendance**

Indiana Agriculture & Technology School will operate on a balance calendar (188 Instructional Days) with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Student Learning Advocate when the course selection is complete. Students are provided with extensive orientation by the Student Learning Advocate about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in GENIUS, the Student Information System. According to data of existing virtual schools and research, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into one short and one long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace.

### **Progress in Course Work**

Students' progress will be carefully monitored by the Student Learning Advocate assigned to that student, and this will be done on a weekly basis or more frequently, if needed. Each week the Student Learning Advocate will contact the student and parent/guardian to discuss the student's attendance and progress in all courses. Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently to best meet their needs.

### **Student Discipline**

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Attachment 7 provides information on student expectations for the school.

Indiana Agriculture & Technology School will create a positive discipline plan and learning environment to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, Student Learning Advocate-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan



prescribed in their Individual Education Plans. Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function or interacting with school personnel. Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all school policies. Indiana Agriculture & Technology School is dedicated to providing student centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

### **Parent and Community Involvement Role in Development of School**

The Governance for Indiana Agriculture & Technology School has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, Student Learning Advocates, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.

Parent involvement is an important component for student success. Parents will be encouraged to attend “Parent Night” meetings which provide parents and guardians the opportunity to learn about the school, meet with administrators to discuss student progress and learn tips on how to support student learning and attendance. These will be held at specific locations throughout the state. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the school.

### **Process for Dissemination of Information**

Parents and community members will be informed about the development of the school via the school’s web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers, and radio, Internet, and print media ads will be purchased to inform parents and community members of these sessions.



## **Program to Encourage Parental/Community Involvement**

The school will seek to actively involve parents as much as possible. In a document titled "Everyone Plays a Part" that is included in the Student/Parent Handbook, parents are reminded of the role, they play when their children are enrolled in an online learning environment:

### **The Role of the Parent/Guardian**

1. Available to supervise the student while the student is completing his/her school work.
2. Contact should be maintained with your Student Learning Advocate or anytime you have a question.
3. Adhere to Indiana Agriculture & Technology School's attendance policies. Immediately inform your Student Learning Advocate of any illness or extended time away from your child's studies.
4. Provide proper documentation to the GENIUS of any email address, phone number or residency changes.
5. Participate in universal screening and interventions, including but not limited to NWEA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.
7. Notify your Student Learning Advocate if you have a technical issue that prohibits your child from completing school work based on their academic plan.
8. Liability for the school's equipment and materials is the responsibility of the parent.
9. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
10. Parents will also be invited to become a part of the School Advisory Committee.

### **Community Resources, Evidence of Support**

Indiana Agriculture & Technology School's will work with a university to offer early college opportunities will provide unprecedented opportunities for its students. It is hoped that students will have access to academic opportunities in the form of dual credit courses, attendance at lectures and campus events, and the opportunity to interact with educational professionals at the college and post-graduate level. In addition, it is hoped that Indiana Agriculture & Technology School will become a laboratory for the development of best-practices in every aspect of online education, and in so doing, will be able to enhance every student's academic experience through the input of visiting scholars.

### **Educational Program Capacity**

The Board of Directors will conduct a search for a qualified school leader(s). Utilizing ads in professional journals and other sources, Indiana Agriculture & Technology School will compile a list of qualified applicants, and then begin the process of interviewing them in person. The Executive Director will communicate with the Board of Directors providing regular updates on status of the leadership team and other employees of the school.

**Qualifications for Executive Director:**

- Minimum of a Master's Degree in Education with a certification in administration and supervision, certification in educational leadership, or
- An equivalent certification approved by the Indiana Department of Education.

**Additionally:**

- Minimum of three (3) years of experience in a supervisory role
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check

The staff from Indiana Agriculture & Technology School represent the leading experts in the US in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

The team from Indiana Agriculture & Technology School will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school's opening and ongoing management, including but not limited to the following: admissions, marketing, GENIUS, EDGENUITY, universal screening, RtI and student achievement programs, professional development for all Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

**Responsibilities and Roles of School Personnel**

<b>Title</b>	<b>Roles and Responsibilities</b>	<b>Accountability</b>
Executive Director Chief Academic Office	Budgets; Board Development/Relations/ Authorizer; School District; Legal; Core 40 Academics; Special Education; Guidance	Reports to Governance Board
Executive Director Chief Operation Office	Agriculture Education/Tech; Marketing; Career Services; Corporate Support (Ag Companies); Board Relations; School District Legal	Reports to Governance Board

Director of Special Education	Oversees all day-to-day operations and programs for all students with an IEP or GIEP, oversees all Student Learning Advocates working with IEP students.	Reports to Chief Academic Officer
Director of Guidance	Oversees all student academic course work and works with Student Learning Advocates on student academic progress.	Reports to Chief Academic Officer
Student Learning Advocate	Provides all services to students including ordering courses, monitoring progress, and all guidance duties	Reports to Chief Academic Officer and/or Director of Special Education
Business Manager	Oversees all day-to-day financial transactions, prepares all financial reports for Executive Director and Governance Board. Works closely with Bookkeeping Plus.	Reports to Executive Director(s)
Registrar	Oversees all student enrollment registration; Manages all student files for receiving or sending from/to schools; Provides student transcripts to colleges/universities; Oversees and updates all student information for student files.	Reports to Guidance Director
Technology Director	Staff help desk, address any and all technology issues, including hardware, software, and connectivity	Reports to Executive Director, Dir. of Special Ed., Dir. of Instruction

All faculty and administrators will be required to be appropriately certified and have current background checks and criminal history clearances on file with the Human Resources department.

## **Section 2. Operations Plan & Capacity**

### **Governance**

#### **Legal Status and Governing Documents**

The organizing group has set up a corporation, Indiana Agriculture Education, Inc., and has created Articles of Incorporation, By-Laws, and has submitted an application with the IRS to become a 501(c)3 corporation (See Attachment for the application and copy of check).

## **Organization Charts**

See Attachment 13 of Indiana Agriculture & Technology School Organization Chart.

## **Governing Board**

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

## **Full Disclosure of Board Members**

Full disclosure will be made of the identity of all relatives employed by the school who are related to the Charter School, president, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the school, or any organization engaged by the school.

## **Economic Interest Statement**

Board candidates are required to file a written statement of their economic interests prior to becoming a member of the Indiana Agriculture & Technology School School Board.

## **Board Training and Compliance:**

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

## **Officers of the Governing Board:**

### **President and Vice-President of the Board**

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate in the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

### **Vice President**

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice



President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

### **Treasurer**

The Treasurer shall be the chief financial officer of the School and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the School; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the School. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by any School District, State of Indiana, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

### **Secretary**

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member, copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

### **Other Officers**

Other officers shall have such duties and powers as may be designated from time to time by the Governance Board.

The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrative, faculty and student handbooks, and manual. The Board will continually assess the school, the Educational Program's successes, and areas in need of improvement. The Board will be directly involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be noticed and advertised and open to the public. All meetings shall be in keeping with applicable state law, including compliance with the Open-Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held primarily at the office located at **(Address to be added at later date)**. It is likely that in the initial stages of the school launch and

development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. Board meetings will be attended by: the school's administration, school personnel, any other relevant service providers, and such meetings will be open to parents and the general public.

### **General Duties by Statute and Contract:**

Board Members must perform all duties:

- In good faith
- In a manner, he/she believes is in the best interest of the School
- With the same care that an ordinary prudent person in a like position would use under similar circumstances
- Duty of Care
- Duty of Loyalty
- Duty of Confidentiality
- Duty of Obedience to the Purpose of the School
- Direct the operations of the school and provide executive oversight to ensure the achievement of its mission and its purpose

Contract with authorizer to:

- Execute contract to begin school
- Evaluate whether to continue school operations throughout contract period
- Decide whether to apply for contract renewal with the authorizer
- Contract with Contractors and Vendors as needs are determined
- Ensure that school facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and fingerprinting
- Hire certified and licensed instructors and professionals subject to management agreement
- Ensure the school is non-sectarian
- Conduct meetings in accordance with Indiana's Open-Door Law
- Provide access to public records
- Report child abuse or neglect
- Conduct statewide tests of student achievement
- Ensure School follows state and district policies for student suspension, expulsion and removal
- Maintain confidentiality of student records
- Ensure the Management Company complies with rules for employers regarding
- Non-discrimination in wage rates
- Worker's Compensation
- Unemployment Compensation

- Participate in State information management system
- Adopt and maintain comprehensive school safety plan
- Disclose and address all potential conflicts of interest on the part of members of the Governing Board

#### Specific Duties by Statute and Contract

Board Members must:

- Develop and Implement a Financial Plan including budget forecast for each year of contract
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls
- Comply with rules provided by the State Auditor, maintain auditable financial records
- Provide scheduled financial reports to the Indiana Department of Education
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of School

Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction
- Provide students with the necessary requirements to complete the plan of study including high school completion, career planning, post-secondary enrollment
- Implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards including
- Completing all state required annual reports for parents of enrolled students on progress in meeting academic goals.

The Governance Board may, in a meeting noticed and held consistent with applicable law, authorize representatives and agents of Indiana Agriculture & Technology School to exercise such powers and duties consistent with applicable law.

#### **Roles and Responsibilities**

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director(s), and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the school's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

### **Board Creation/Transition**

The members will convene an organizational meeting to organize themselves to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the Members will select and approve of Officers and Members including its President to manage the affairs of the school.

### **Procedures**

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state required training for Governance Board members.

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

All Governing Board meetings shall be noticed and advertised and open to the public. All meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the office located at **(Address will be entered at later date)**. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results.

### **Ethics and Conflicts of Interest**

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest



are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict of Interest Policy. See Attachment 15, Board of Directors Code of Ethics.

### **Board Expansion, Development, and Succession**

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the school's mission and vision.

### **Governing Board Removal Procedures and Term Limits: Removal Procedures**

All policies may be found in the provisions stated in the By-laws.

### **Advisory Bodies**

The Governance Board in conjunction with the school's administration will form a School Advisory Board comprised of interested citizens, community leaders, parents, and educators who are willing to serve on this committee. The purpose of this committee is to provide input and advice to the Governance Board and school administration. The structure of this committee is not yet determined.

### **Grievance Process**

The Executive Director(s) will be an experienced school leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the Student Learning Advocate, and/or the Director of Special Education, and the Executive Director(s) is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may request an appearance before the school Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable school law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

### **School Management Contracts**

Not Applicable. We are not using any outside contracts.

## **Staffing**

### **Staff Structure**

For a complete staffing chart for Indiana Agriculture & Technology School see Attachment 16 – Staffing Chart. The staff from Indiana Agriculture & Technology School represent the leading experts in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

The team from Indiana Agriculture & Technology School will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school's opening and ongoing management, including but not limited to the following: admissions, marketing, GENIUS, EDGENUITY, universal screening, RtI and student achievement programs, professional development for all Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

### **Staffing Plans, Hiring, Management, and Evaluation**

Indiana Agriculture & Technology School will conduct searches for qualified personnel via ads in IDOE website, professional journals, and other local media outlets. Indiana Agriculture & Technology School will ensure that all hiring meets or exceeds requirements as set forth in IC § 20-24-6-5. 100% of Student Learning Advocates employed by Indiana Agriculture & Technology School are certified in the state in which they are teaching and are Highly Qualified Student Learning Advocates. Indiana Agriculture & Technology School requires all employees to undergo FBI and BCI clearances, as well as any other clearances required by the State of Indiana. Procedures for hiring and dismissing school personnel are detailed in the Employee Manual. Most employees are at-will employees, although some may have contracts. All employees of the school will be provided with health insurance, retirement benefits, and other benefits as required by IC 20-24-3-5(b)(3)(S).

The Executive Director(s) of Indiana Agriculture & Technology School are essential to the success of the school and consist of a Chief Academic Officer and a Chief Operations Officer. As leaders, the Executive Directors are accountable for the continuous growth of students and increased performances as measured over time by school and state, as well as determined standards and indicators.

Indiana Agriculture & Technology School will utilize the RISE evaluation process which is constructed to look at all elements that are reflected within the school's model to accurately determine the effectiveness of the Executive Team. Elements in the assessment model may include:

- Determination of clear standards for the Executive Team's performance;
- Identification of specific, measurable goals;
- Agreement on measures/data to assess them;
- Provisions for Executive Teams' development level and experience;

- Regular meetings to track and encourage progress;
- Training, support, and authority provided for the Executive Team;
- Executive Team members self-evaluation and personal growth planning; and
- Use of assessment data to plan next steps in growth and development of the Executive Team

Prior to the opening of the school, the Board of Directors and administration for Indiana Agriculture & Technology School will work in developing evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person's supervisor.

## **Professional Development**

Indiana Agriculture & Technology School will provide all its administrators, Student Learning Advocates, and staff with intensive professional development programs. Indiana Agriculture & Technology School will implement ongoing, intensive professional development for its Student Learning Advocates, administrators and staff.

Specific topics to be covered during professional development may include, but are not limited to:

- The complete guide to EDGENUITY courses
- Best practices in e-pedagogy
- Online mentoring and monitoring
- Effective strategies for promoting student achievement in an online environment
- Training in the use of the GENIUS
- Best practices in special education academic course development
- The online RtI process and programs
- Student achievement and universal screening
- Training in Agriculture Education

Prior to the start of the second year when students will be enrolled in the school, all administration, faculty and staff will participate in 5 days of intensive training in:

- EDGENUITY design, development, content
- The use of the GENIUS
- Student achievement and universal screening
- The online RtI process and programs
- Online mentoring and monitoring

Participants will be provided with print materials and handbooks for each topic.

Indiana Agriculture & Technology School aims to become an example of very high-quality online education, and it will seek to hire and train its employees to serve students in this environment. The strong commitment to professional development and Student Learning Advocate training

will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 20 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee must be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, EDGENUITY, education, and other topics.

Indiana Agriculture & Technology School will support all administrators, faculty, and staff on an on-going basis. In addition to the frequent professional development sessions, Indiana Agriculture & Technology School will routinely provide ongoing mentoring and guidance.

All personnel, administration, members of the Governance Board, and any other stakeholders will participate in an extensive orientation program on the organization and design of a successful virtual charter school, using experts from other online virtual academies, EDGENUITY specialists, and technology field. Additional one-day sessions will be conducted via video conference in best practices and new developments in online education for all school employees, including administrations, faculty, and staff. The Governance Board and other stakeholders will be invited to attend.

After each professional development session, participants' will be asked to complete a questionnaire designed to evaluate the content, delivery, relevance, and overall quality of the session. Results are carefully screened, and adjustments are made based on this input. Results from different schools are compared to glean additional information.

### **Performance Management**

Nineveh-Hensley-Jackson United School Corporation, our sponsor, will evaluate the performance of the charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

### **Facilities**

We will not have a brick and mortar building at the start of the school. Indiana Agriculture & Technology School plans to open Student Support Centers across the state using existing facilities. This will be determined once the school is approved. Locations of the Student Support Centers will be determined by geographic concentrations of enrolled students. At our opening, we will use a dedicated campus located in Morgantown, Indiana consisting of a 607-acre complex of 200 acres of classified forest, 200 acres of row crop tillage, and 200 acres of



pasture. The campus contains 10 lakes and ponds, a significant wetlands laboratory and various agriculture focused facilities.

## **Start-Up & Ongoing Operations**

### **Start-up Plan**

Attachment 19 contains a detailed start-up plan with timelines.

### **Transportation**

Because Indiana Agriculture & Technology School is a state-wide virtual charter school, the school will not provide transportation. Students attending Indiana Agriculture & Technology School will not be required to attend any functions at the school's offices other than certain required testing, IEP meetings, certifications courses, or other such state and/or federally mandated occasions. Thus, Indiana Agriculture & Technology School will not provide transportation for students, although the Student Learning Advocates and other school personnel will work closely with families who need assistance in traveling to the school's offices or to scheduled school events held at other locations, such as field trips. Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. Because of the nature of this school, appointments and testing can be scheduled with some degree of flexibility, thus public transportation options are available to our students who want or need them. Indiana Agriculture & Technology School will comply with all requirements of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 for homeless students, including the stipulation that these students shall have transportation to school.

### **Safety and Security**

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the school expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

### **Internet Content Filtering**

Every school-issued computer is preinstalled with a CIPA-compliant internet content filter. CIPA refers to The Children's Internet Protection Act, which is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. This filter benefits our families in several ways including:

- Helps prevent children from deliberately or inadvertently accessing inappropriate sites

- Helps prevent predators from talking to children online
- Allows students to research within a safe learning environment. If a student tries to access a site that is blocked, the student will see this:

ACCESS DENIED!	
<p align="center"><b>Internet access to the requested Web site has been denied based on Indiana Agriculture &amp; Technology School Use Policy.</b></p>	
<b>User/Machine:</b>	Your Name
<b>IP:</b>	111.111.111.111
<b>Category:</b>	Block Category
<b>Blocked URL:</b>	http://www.test.com/
<p align="center">For further options, <a href="#">click here</a>.</p>	
<p align="center">8e6 R3000 Enterprise Filter provided by <a href="#">8e6 Technologies</a>. Copyright 2008. All rights reserved.</p>	

## Data Security

To maintain the strictest standards of confidentiality for student data, The Indiana Agriculture & Technology School utilizes the best industry standard protocols to secure confidential information. While its existing student information systems are Web-based, the organization employs standard technologies such as Secure Sockets Layer (SSL) encryption, which is a secure encryption protocol for transmitting data over the Internet. Access to such applications is available only via Virtual Private Network (VPN) access if the employee is outside of the local area network. A Virtual Private Network uses the Internet to create a secure channel between a local computer and a remote computer.

Additionally, Indiana Agriculture & Technology School employs a multiple firewall methodology to assure that access to specific resources is controlled. All student data will be accessed only by those personnel that require information as part of their job description, and employee credentials are required to gain access. All student-centric systems such as, but not limited to learning management system(s), portals, assessment applications, synchronous instruction, and third-party resources are restricted by school-issued student user ID's and passwords. All student data is held locally, and is controlled by Indiana Agriculture & Technology School. While the school does employ resources from third parties, all access to products is controlled locally.

Further, the faculty, staff, and administration have had to consider additional mechanisms to communicate between students/parents and staff. In addition to email communications restrictions, much thought and planning has been done to secure additional functionality such as discussion boards, chat, and blogging.

During the admissions process, it is not uncommon for the school's admissions team to gather student information in remote locations. During this time, an off-line admissions application is utilized so that no information is transmitted via the Internet or local network to avoid accidental or intentional interception. This information is then updated once the admissions team has returned to the secure local area network. Issues relating to lost or stolen equipment have also been considered, and advances have been made to secure and encrypt student data held on individual laptops.

As a complete online school, The Indiana Agriculture & Technology School has additional integrated systems that allow staff to perform a host of functions not usually required in traditional schools. This would include, but is not limited to, systems necessary for the distribution and reclamations of equipment and materials, and the help-desk. These systems are subject to the same precautionary and standard security practices as Student Information Systems.

### **Student Acceptable Use of Technology Policy**

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. As students and their families choose to use their own computers, they must still sign and abide by this policy.

### **Technology Specifications and Requirements**

All students will be expected to start school with an acceptable laptop, smart device or tablet capable of accessing and utilizing the curriculum. The following minimal requirements are required.

- a. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec to properly view streaming video and interactive content.
- b. Minimum system requirements: Memory 256 Mb. Hard Drive 40 GB, Processor P4-2.4  
i. GHz, operating system Windows 2000.
- c. Indiana Agriculture & Technology School recommends high-speed connectivity because of the media-rich content of all EDGENUITY courses.

Productivity Microsoft Office products are used in our courses, but for the most part, students should have access to Microsoft Word to view documents. Alternatively, students can use some of the "viewer" products. If a word processing suite is not available, an open source software solution can be used such as Open Office.

Students will have access to technical support from 8-8, M-F. Support staff may be located at one of the Student Support Centers or at the technology department at Indiana Agriculture & Technology School. Students may contact the tech support help desk via email or by phone. A chat feature will be provided. All calls will be returned in 24hrs. See item 3 “Data Security” above.

Students have access to the course guide located in each course’s home page. This guide contains, among other items, a complete list of all instruction and assignments. These guides can be printed and used when the student does not have access to his or her computer or the Internet. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec to properly view streaming video and interactive content.

The Indiana Agriculture & Technology School DRP (Disaster Recovery Plan) indicates that the critical systems leveraged for the e-learning practice within the Network Operations Center (NOC) are to be backed up offsite via server snapshot hourly, and stored at our partner site, which is to be determined once the school is approved. The NOC will be designed to survive catastrophic failure, and includes local data backups, as well as redundant systems, battery backups, and backup generator capable of energizing the NOC and enabling normal usage.

Should a catastrophic event occur, the DRP contains contingencies to restart off-site services within hours of the event, and protects data for infinite periods of time.

### **Acceptable Use of Technology Policy**

Students are responsible for appropriate behavior on the school’s computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

Students are personally responsible for their actions in accessing and utilizing the school’s computer resources.

Students are advised never to access, keep, or send anything they would not want their parents or Student Learning Advocates to see. Regarding privacy, computer storage areas may be treated like “traditional” school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should not use profane, abusive, or impolite language when communicating online. Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents/guardians immediately who should then contact the school with this information.

**The school expects students to observe the following rules of online behavior:**

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

**The following types of access are inappropriate uses:**

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a Student Learning Advocate or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a Student Learning Advocate or authorized adult
- Attempts to disrupt access
- Causing damage to, or changing function, operation or design of, the technology



- Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting web pages without the consent of a Student Learning Advocate or authorized adult
- Buying or selling any products or services

In the instance where a loaner or other computer is provided by the school:

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school issued computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with Student Learning Advocates, Instructional Supervisors and any other staff.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

### **Section 3. Budget and Financial Plans**

#### **Financial Plan**

The Board of Directors of Indiana Agriculture & Technology School is primarily responsible for the fiscal management and fiduciary oversight of the school. The Executive Director(s) will outsource a highly qualified full-service accounting firm who provides various accounting and fiscal management services. They will be experienced working with schools, with a focus on charter schools. Indiana Agriculture & Technology School will hire a full-time Business

Manager to work with the outside firm and would be responsible for everyday operations on the business side of the school.

See Attachment 21 which shows the schools budget projected over a five-year period.

**\*In developing the budget, figures were based on figures from 2018 to determine our per pupil funding estimates and was used for planning purposes only. (HB 1001 Conference Committee Report with Senate & House Budgets)**

### **Financial Management Capacity**

The Board of Directors will evaluate implementation of Policies and Procedures for the Office of Institutional Advancement. This is to help offset costs that will be incurred by the school and is unique in how charter schools operate financially. See document with Attachment 21 – Budget Worksheet.



# CHARTER SCHOOL AGREEMENT AND GRANT OF CHARTER TO

Indiana Agriculture Education, Inc.

By

Nineveh-Hensley-Jackson United School Corporation

This Charter School Agreement, together with any exhibits, attachments, addenda, and amendments (hereinafter referred to as the "Charter Agreement") is made and entered on the dates of the signatories, below, by and between Nineveh-Hensley-Jackson United School Corporation (hereinafter referred to as "Authorizer"), and Indiana Agriculture Education, Inc. (hereinafter referred to as the "Organizer"). The Authorizer has appointed the Superintendent as the Authorizer's designated representative to serve at the Authorizer's discretion and to assist with the performance of the Authorizer's duties as provided herein. The Authorizer may change this authorization and designation from time to time, and shall give written notice of any such change to the Organizer.

## SECTION I. AUTHORITY, AND GRANT OF CHARTER

1.1 Grant. The Authorizer hereby grants a charter to the Organizer for the maintenance and operation of an Indiana public virtual charter school to be known as Indiana Agriculture & Technology School and the ability to add two Indiana public virtual charter schools to be known as Indiana Agriculture & Technology Preparatory Academy and Indiana Agriculture & Technology Career Academy (hereinafter referred to as the "Charter School").

1.2 Authority. The Charter (hereinafter referred to as "Charter") is issued pursuant to the authority of Indiana Code Art. 20-24, as the same may be amended from time to time hereafter.

1.3 Discretion of Authorizer. All decisions regarding the Charter, school proposals, applications, or applicants shall be made at the discretion of the Authorizer in accordance with applicable law. Further, nothing in any aspect of the Authorizer's review or deliberation or review or deliberation by any officers, employees, agents, or representatives of Nineveh-Hensley-Jackson United School Corporation, including Nineveh-Hensley-Jackson United School Corporation School Board, or those acting on behalf of their officers, employees, agents and representatives, with regard to the determination to issue or not to issue, or to renew or not renew, any particular charter, including without limitation, the application, the application review process, any charter instrument, and any correspondence, communication or documentation relating thereto, grants or implies or can be construed to suggest to any person, entity, or organization, any property right under the United States Constitution, the Indiana Constitution, or applicable law.

## SECTION II. LEGAL STATUS AND ESTABLISHMENT OF CHARTER SCHOOL

2.1 Legal Status. The Charter School is an Indiana public school and shall be subject to applicable law, in addition to any policies relating to charter schools adopted by the Authorizer.

2.2 Effective Date. The Charter shall take effect upon the execution of this Charter Agreement by the Authorizer and a duly authorized representative of the Organizer (the "Effective Date"). It is understood that prior to the Charter's issuance on the Effective Date, the proposed Charter is subject to modification or

abandonment.

2.3 Prior Actions. Notwithstanding Paragraph 2.2 of this Agreement, the Organizer shall not provide instruction to any student attending the Charter School unless and until:

- a. The Organizer issues a written statement to the Authorizer, attesting to the Organizer's substantial completion, in a timely manner, of the prior actions set forth in "Exhibit A," attached hereto and incorporated herein by reference (hereinafter referred to as the "Prior Actions"); and
- b. The Authorizer shall have confirmed in writing the substantial completion of such Prior Actions.

The Prior Actions are in addition to any other conditions set forth in the Charter Agreement.

### **SECTION III. IDENTIFICATION OF THE ORGANIZER; DESCRIPTION OF ORGANIZATIONAL STRUCTURE AND GOVERNANCE PLAN**

3.1 Organization. The Charter School is established and operated by the Organizer, a not-for-profit corporation formed and organized under the applicable laws of the State of Indiana. The Organizer hereby represents that the Internal Revenue Service has determined it to be tax exempt. The Organizer shall immediately inform the Authorizer if its tax-exempt status is questioned, modified, or revoked by the Internal Revenue Service or if its not-for-profit corporation status is questioned, modified, or revoked by the state of incorporation.

#### 3.2 Board of Directors.

- a. The Organizer has a Board of Directors (hereinafter referred to as the "Board") whose members constitute the governing body of the Charter School (as defined in Indiana Code § 20-26-2-2) and shall manage the Charter School's activities in compliance with the Charter and applicable law.
- b. The Organizer represents that it has conducted, or will conduct within ninety (90) days of the Effective Date: an expanded criminal history check pursuant to Indiana Code § 20-26-5-10 on each current Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the current Board member. Any person that has been convicted of the following acts shall be prohibited from serving on the Board:
  - i. an offense described in Indiana Code § 20-26-5-11; or
  - ii. any theft, misappropriation of funds, embezzlement, misrepresentation, or fraud.
- c. The Organizer represents that it will conduct, at least fourteen (14) days prior to the approval of any new Board member: national, state, and local criminal background checks on the prospective Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the prospective Board member. Any person that has been convicted of the following shall be prohibited from serving on the Board, unless such prohibition is expressly waived by the Authorizer in writing:



- i. an offense described in Indiana Code § 20-26-5-11; or
  - ii. any theft, misappropriation of funds, embezzlement, misrepresentation, or fraud.
- d. Notwithstanding any provision contained in Article 2, Section 2.2 of Indiana Agriculture Education, Inc.'s bylaws, or any other provision thereof, Organizer shall, within ninety (90) days of the date of authorization by Authorizer, expand Organizer's board of directors to five (5) members, appointed as follows:
- 1. One (1) member nominated by Authorizer's governing body.
  - 2. One (1) member nominated by the ownership of the campus.
  - 3. Three (3) members nominated by Organizer's governing body.

Organizer's board of directors shall confirm any nomination within forty-five (45) days of receipt and appoint the nominee to the board, or will reject the nominee and notify the nominating entity accordingly.

A party whose nominee is rejected shall have forty-five (45) days from the date written notice is served upon the party to submit a new nominee.

The time limits provided for acceptance or rejection of initial nominees shall apply to subsequent nominees."

**3.3 Governance.** The Organizer shall operate the Charter School under the governance plan set forth in its application for the Charter together with any exhibits, attachments, addenda, and amendments (hereinafter referred to as the "Application"), which Application is attached to this Charter Agreement and incorporated herein by reference as "Exhibit B."

**3.4 Bylaws.** The Board shall initially operate pursuant to the bylaws set forth in the Application. The Board shall meet within thirty (30) days of the Effective Date and duly ratify such by-laws. Thereafter the Board shall operate pursuant to the bylaws of the Charter School whether such bylaws are those initially set forth in the Application, or as amended. The Bylaws may not be amended in any material respect without the prior written approval of the Board, which approval may not be unreasonably withheld, and in no event, can an amendment conflict with any term of this Charter Agreement or applicable law. In seeking modification of the Bylaws, the Board must submit to the Board members a duly approved resolution of the Board setting forth the proposed material changes to the Bylaws. Prior to formal Board approval of the proposed material changes to the Bylaws, the Board must submit a written copy of said changes to the Authorizer for approval.

**3.5 Conflict of Interest.** Any Board member, officer of Organizer, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "Interested Persons"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which the Organizer contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board or committee, (that is, all members except for any Interested Person) will evaluate the impact of the

Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances. The organizer shall submit to the Authorizer and department a statement of economic interest that contains the same information specified under IC 3-8-9-8 for each board member of the charter school.

3.6 Dissolution. The Organizer represents that its governing documents provide that, upon dissolution, (a) all remaining assets, except funds received from the Indiana Department of Education (the "Department"), shall be used for nonprofit educational purposes, and (b) remaining funds received from the Department shall be returned to the Department not more than thirty (30) days after dissolution.

3.7 Escrow Account for Dissolution. The Charter School agrees to establish an escrow account of no less than Thirty Thousand Dollars (\$30,000.00) to pay for legal, cessation of operations and audit expenses that would be associated with a dissolution should it occur. The Charter School may provide for the full amount in its first-year budget, or provide for a minimum of Ten Thousand Dollars (\$10,000.00) per year for the first three of its charter term. The Charter School's failure to provide for a minimum of Ten Thousand Dollars (\$10,000.00) by December 31<sup>st</sup> in each of the first three years of its charter term, beginning with the first year of instruction, shall be deemed a material violation of this Charter Agreement.

3.8 Third Party Responsibilities. To the extent that applicable law renders any of the Organizer's obligations set forth herein the responsibility of the governing body of the Charter School, the Charter School, or any other third parties, as opposed to the Organizer, the Organizer shall ensure that the responsible entity fulfills the obligations set forth herein in accordance with applicable law and the terms and conditions of this Charter Agreement. If the Organizer fails to ensure such obligations are fulfilled in accordance with applicable law and the terms and conditions of this Charter Agreement, the Organizer shall (a) indemnify Nineveh-Hensley-Jackson United School Corporation and their officers, employees, counsel, consultants, agents, representatives (including Nineveh-Hensley-Jackson United School Corporation School Board) and those acting on behalf of Nineveh-Hensley-Jackson United School Corporation officers, employees, counsel, consultants, agents and representatives harmless from any and all claims, actions, expenses, damages and liabilities, including costs and attorneys' fees, for the defense of any of the above, arising out of, connected with, or resulting from such failure; and (b) be deemed to have committed the act or omission itself for the purposes of determining whether the Authorizer may revoke the Charter under Paragraph 16.4 of this Agreement.

#### **SECTION IV. OPERATION OF THE CHARTER SCHOOL**

4.1 Application. The Organizer represents that the information provided in the Application was accurate when submitted and remains accurate as of the Effective Date. To the extent that modifications have been made to the Application between the time it was submitted to the Authorizer and prior to the Effective Date, such modifications shall (a) be reflected in the main body of the Application or in an amendment to the Application; and (b) be approved in writing by the Authorizer. The Application may be modified after the Effective Date only by a signed amendment thereto executed by the Organizer and the Authorizer. The Organizer and Authorizer agree that the Application sets forth the overall goals, standards, and general operational policies of the Organizer relating to the Charter School, and that the Application is not a complete statement of each detail of the Organizer's operation of the Charter School. To the extent that the Organizer desires to implement specific policies, procedures, or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Organizer shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures, and terms of operation are (i) not otherwise prohibited or circumscribed by applicable law or

this Charter Agreement, or (ii) are not materially different from those set forth in the Application, and (iii) are approved in advance and in writing by the Authorizer. To the extent there is a conflict between the terms of this Charter Agreement and the Application, the terms of this Charter Agreement shall govern.

4.2 Mission Statement. The Organizer shall operate the Charter School under the mission statement set forth in the Application. However, the Organizer may change, amend, or otherwise modify its mission statement and such changes shall not require the permission of the Authorizer or constitute a revision to the Charter so long as such changes are generally consistent with the application and the Organizer reports the modification to the Authorizer as part of its Annual Report.

4.3 School Improvement Plan. As permitted under Indiana Code § 20-31-5-2, the Charter shall serve as the Charter School's strategic and continuous school improvement and achievement plan (hereinafter referred to as the "School Improvement Plan"). To the extent that Indiana Code Article 20-31 applies to the Charter in its function as the School Improvement Plan, the Organizer shall comply with the requirements under Indiana Code Article 20-31.

4.4 Accountability Plan. An Accountability Plan has been developed and is incorporated into the Charter as "Exhibit C." For elements of the Accountability Plan that require review or evaluation by an external entity as determined by the Authorizer, the Organizer is required to select such an entity that is approved by the Authorizer, and fund expenses related to any such evaluation.

4.5 Nonsectarian and Non-Religious. The Organizer shall ensure that the Charter School is nonsectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance, and all other operations. The Organizer shall comply with the requirements of the United States and Indiana Constitutions, including those requirements provided by the establishment clause of the First Amendment of the United States Constitution and Article 1, Section 6 of the Indiana Constitution. The Organizer shall not use any of the funds to operate the Charter School for the benefit of any religious or theological institution.

4.6 Educational Service Providers. In the event the Organizer intends to contract with a third-party organization that will manage or operate the Charter School or provide a significant portion of the managerial or instructional staff to the Charter School on a fee basis and pursuant to a fee-based contract, that organization shall be known as an Educational Service Provider, and such relationship shall meet the requirements as set forth in this Agreement.

4.7 Third Party Contracts. No contract entered into by the Organizer with any third party shall amend, alter, or modify any provision of this Charter Agreement.

## **SECTION V. CURRICULUM, INSTRUCTIONAL METHODS AND PUPIL ASSESSMENT**

5.1 Curriculum. The Organizer shall implement an educational program that permits students to meet or exceed the goals and measures of the Charter School as set forth in the Accountability Plan. The Organizer shall administer all state tests applicable to each grade as required by Indiana law, as well as any standardized or other examinations required by the Accountability Plan. Subject to the immediately foregoing requirements, the Organizer shall have the right to make any modifications to the educational program as it deems necessary including, but not limited to, the curriculum, pedagogical approach and staffing structure, and such modifications shall not require the permission of the Authorizer or be deemed a revision to the Charter, provided however, that any such modifications shall be generally consistent with the Application and applicable law, and the Organizer reports such modifications as part of its Annual Report.



The Organizer shall develop a curriculum for the Charter School as a Prior Action. The Organizer shall make a copy of the curriculum and the Accountability Plan available for inspection at the Charter School during normal school hours and shall provide a copy in response to any telephone or mail request by any person as required under IC § 5-14-3 *et seq.*

5.2 Educational Benchmarks of Charter School. The benchmarks and indicators of performance for measuring academic progress of students attending the Charter School shall be as described in the Charter Agreement and the Accountability Plan, and any reports submitted under the terms of this Charter Agreement.

5.3 Building Trades Apprenticeship Program. As prohibited under Indiana Code § 20-24-8-6, the Organizer shall not duplicate a Bureau of Apprenticeship and Training ("BAT") approved Building Trades apprenticeship program.

## **SECTION VI. PUPIL ENROLLMENT**

6.1 Grades Served. The Organizer is authorized to enroll students in grades Seventh through Twelfth Grade as set forth in the Accountability Plan and Application. Any change in grade levels offered at the Charter School will require prior written approval from the Authorizer, which approval or disapproval must be communicated to the Organizer within ten (10) business days after the Authorizer receives written notice from the Organizer.

6.2 Open Enrollment. The Organizer shall not establish admission policies or limit student admissions in any manner in which a public school is not permitted to establish admission policies or limit student admissions, as stipulated in IC 20-24-5-5 except as provided in Paragraph 6.3 of this Charter Agreement, in the event that applications exceed the maximum enrollment as established in this Agreement.

6.3 Lottery. The lottery shall be conducted as set forth in the Application, and shall be designed in such a manner that it gives a parent or any other legal guardian a reasonable opportunity to participate in the lottery. If the number of applicants for admission exceeds the maximum capacity stated in this Charter Agreement for any grade, building, or program, the Organizer must conduct a random lottery for enrollment, giving each timely applicant an equal chance of admission, with the following exceptions:

- a. The Organizer may provide that a student who attended the Charter School in the previous school year may continue to attend; and
- b. The Organizer may allow the siblings of a student who attends the Charter School to be admitted to the Charter School.

6.4 Recruitment; Enrollment. The Organizer's recruitment and enrollment policies for the Charter School are subject to all federal and state law and constitutional provisions that prohibit discrimination on the basis of disability, race, color, gender, national origin, religion, or ancestry.

6.5 Student Records. The Organizer shall maintain all student records, including enrollment information, electronically on a system that is mutually acceptable to the Organizer and the Authorizer.

6.6 Student Identification Numbers. The Organizer shall assign and use student identification numbers both in administering state mandated testing and in meeting other Indiana data reporting requirements. The Organizer shall follow procedures established by the State Board of Education and the Department for issuance and record keeping concerning student identification numbers.

## **SECTION VII. SCHOOL CALENDAR**

7.1 The Organizer shall have students in attendance at the Charter School beginning in July 2018. The Organizer may alter this date only upon express written approval by the Authorizer, which approval or disapproval must be communicated to the Organizer within ten (10) business days after the Authorizer receives written notice from the Organizer of its proposed modification to this date.

7.2 The Organizer shall set forth a detailed, specific school calendar that implements requirements detailed in the Accountability Plan, including, but not limited to:

- a. a balanced academic calendar

## **SECTION VIII. STAFF RESPONSIBILITIES AND PERSONNEL PLAN**

8.1 Employee Benefits. Teachers and other staff who work at the Charter School shall be provided health insurance, retirement benefits, liability insurance, and other benefits:

- a. as described in the Application; or
- b. as otherwise negotiated with their employer.

To the extent that these benefits conflict, benefits provided pursuant to Subsection (b.) of this Paragraph shall govern.

8.2 Teacher Licensing. The Organizer hereby represents that 100% of the individuals who teach full time in the Charter School during the term of the Charter shall hold a license to teach in a public school in Indiana under Indiana Code Chapter 20-28-5.

8.3 Non-Teacher Licensing. The Organizer represents that any individual who provides a service to students at the Charter School that is not teaching, and for which a license is required under Indiana law, shall have the appropriate license to provide the service in Indiana.

8.4 Employment Applications. All applicants for employment with the Organizer who intend to provide services for the Charter School shall be required to submit employment applications. All current and prospective employees of the Organizer who have direct, ongoing contact with children at the Charter School within the scope of the individuals' employment, shall be subject to expanded criminal history checks not later than thirty (30) days after the start date of the applicant's employment and expanded child protection index checks not later than sixty (60) days after the start date of the applicant's employment to the fullest extent permitted under applicable law after obtaining any necessary consents from the individual who are subject to the background checks.

8.5 Participation in Retirement Funds. The Organizer shall participate in any one of the following as required under Indiana Code § 20-24-6-7:

- a. The Indiana state teachers' retirement fund in accordance with Indiana Code Article 5-10.4; or
- b. The public employees' retirement fund in accordance with Indiana Code Article 5-10.3; or
- c. Another employee pension or retirement fund.



## **SECTION IX. PHYSICAL PLANT**

9.1 Applicable Law. As a Prior Action, the Organizer shall identify a location for the Charter School and develop facilities for the Charter School that comply with: (a) all applicable law, including building, fire and safety, and zoning and land use codes for school use; (b) this Charter Agreement; and (c) the Application.

9.2 Material Changes. The Organizer shall notify the Authorizer immediately as to any of the following:

- a. any material change in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance;
- b. any allegation that the Organizer or the lessor has breached any lease, deed or other land use agreement concerning the physical plant; or
- c. any proposal to move the Charter School from its current facility to another or from its current location to another.

9.3 Construction of Facility. As required under Indiana Code § 20-24-7-7, if the Organizer uses public funds for the construction, reconstruction, alteration, or renovation of a public building, then bidding and wage determination law, and any other law relating to such projects shall apply.

## **SECTION X. BUDGET, FINANCIAL PLANS, AND AUDITS**

10.1 Organizer as Fiscal Agent. The Organizer is the fiscal agent for the Charter School. The Organizer has exclusive control of, and is responsible for, the funds received by the Charter School and the financial matters of the Charter School.

10.2 Separate Accounts; Audits. The Organizer shall maintain separate accountings of all funds received and disbursed for the Charter School and shall follow applicable law concerning separate maintenance of federal funds.

10.3 Adoption of Unified Accounting System. The Organizer shall adopt and implement the unified accounting system prescribed by the State Board of Education and State Board of Accounts.

10.4 Acquisition of Real and Personal Property. The Organizer may, for educational purposes, acquire real and personal property or an interest in real and personal property by purchase, gift, grant, devise, or bequest.

10.5 No Tuition. The Organizer shall not charge tuition for any student, except that it may charge for preschool or before-and-after-school programs, unless prohibited under applicable law.

10.6 Federal Funding. The Organizer shall make all applications, enter into all contracts, and sign all documents necessary for the receipt by the Charter School of any aid, money, or property from the federal government.

## **SECTION XI. INSURANCE; INDEMNIFICATION**

11.1 Insurance. The Organizer shall maintain as a Prior Action a schedule of insurance as specified by the Authorizer.

11.2 Indemnification. The Organizer indemnifies and holds Nineveh-Hensley-Jackson United School Corporation officers, employees, counsel, consultants, agents, representatives (including Nineveh-Hensley-Jackson United School Corporation School Board ) and those acting on behalf of Nineveh-Hensley-Jackson United School Corporation officers, employees, counsel, consultants, agents and representatives harmless from any claim, action, expense (including attorneys' fees), damage, and liability, arising out of, connected with, or resulting from the Organizer's operation of the Charter School, including:

- a. the negligence, recklessness, intentional wrongful act, misconduct or culpability of the Organizer, the governing body of the Charter School, or the Charter School and those acting on behalf of these entities as officers, employees, agents, or representatives;
- b. an act by the Organizer and those acting on behalf of the Organizer as officers, employees, agents, or representatives that would serve as a basis for the Authorizer's revocation of the Charter pursuant to Paragraph 16.4 of this Charter Agreement;
- c. any failure by the Organizer, the governing body of the Charter School, or the Charter School and those acting on behalf of these entities as officers, employees, agents, or representatives;
- d. the hiring, supervision, or discipline of any officer, employee, agent, representative, volunteer, or student of the Organizer, the governing body of the Charter School, or the Charter School, and those acting on behalf of these entities as officers, employees, agents, or representatives;
- e. the obligations of the Organizer, the governing body of the Charter School, or the Charter School and those acting on behalf of these entities as officers, employees, agents, or representatives under the United States Constitution, the Indiana Constitution, and applicable law;
- f. the infringement of patent or other proprietary rights by the Organizer, the governing body of the Charter School, or the Charter School and those acting on behalf of these entities as officers, employees, agents, or representatives in any material, process, machine, or appliance used in the operation of the Charter School;

However, the Organizer shall have no liability for any claim, action, expense (including attorneys' fees), damage, and liability, to the extent the claim, action, expense (including attorneys' fees), damage, and liability results from the Authorizer's or its officers', employees', counsel's, consultants', and those acting on behalf of the Authorizer's officers, employees, counsel, consultants' gross negligence or willful misconduct.

11.3 Surviving Provisions. Notwithstanding the expiration, non-renewal, or revocation of this Charter Agreement, the Organizer agrees that the insurance coverage requirements required under Paragraph 11.1 of this Charter Agreement, and the duty to indemnify described in Paragraph 11.2 of this Charter Agreement, shall continue in force and effect with respect to any claim, action, expense (including attorneys' fees), damage or liability arising out of, connected with, or resulting from the operation of the Charter School until such claim, action, expense (including attorneys' fees), damage, or liability is barred by any applicable statute of limitations.

11.4 Notice of Potential Claims. Authorizer agrees that upon receipt of a notice of claim or action,

arising out of, connected with, or resulting from the Organizer's operation of the Charter School, including the activities listed in Paragraph 11.2, the Authorizer will notify the Organizer promptly. A failure to notify Organizer within a reasonable time period after receiving notice of said claim or action shall invalidate the Organizer's indemnification duties herein. The Authorizer agrees to cooperate with Organizer in the defense of such claim or action.

## **SECTION XII. TRANSPORTATION PLAN**

12.1 The Organizer, as applicable, shall develop, implement, and maintain as a Prior Action a Transportation Plan that provides for safe, reasonably accessible transportation for all students attending the Charter School.

## **SECTION XIII. DISCIPLINE AND SAFETY PROGRAM**

13.1 Discipline; Student Rights; School Safety. The Organizer shall develop, implement, and maintain as a Prior Action a school safety plan, including a discipline plan, to provide for a safe learning environment at the Charter School for students, staff, volunteers, and visitors. The school safety plan shall include an emergency preparedness plan for the Charter School that meets the requirements set forth in 511 IAC § 6.1-2-2.5.

13.2 Expulsion or Involuntary Transfer. No student shall be expelled or transferred involuntarily from the Charter School except in accordance with applicable law governing the conduct and discipline of students.

## **SECTION XIV. DESEGREGATION ORDER**

14.1 The Organizer shall comply with any applicable desegregation order and any plan set forth in the Application relating thereto.

## **SECTION XV. COMPLIANCE ISSUES**

15.1 Compliance with Constitution; Discrimination Law; Applicable Law Generally. The Organizer shall comply with the United States Constitution; the Indiana Constitution; all federal and state law provisions that prohibit discrimination on the basis of age, disability, race, color, gender, national origin, religion, or ancestry; the Indiana statutes and any other applicable law.

15.2 Compliance Obligations under Indiana Code Article 20-24. The Organizer specifically acknowledges its obligations under Indiana Code Article 20-24 to abide by any applicable requirements set forth therein, as may be amended from time to time.

15.3 Compliance with Applicable Law Relating to Special Education Students. The Organizer acknowledges that it shall comply with any applicable law that relates to the provision of services to special education students attending the Charter School and shall develop, as a Prior Action, a comprehensive special education plan for such students.

15.4 ESL Students. The Organizer shall provide instruction at the Charter School for students eligible for English as a Second Language instruction as provided by law and without discrimination against such students.

15.5 Access to Public Records Law. Records relating to the Organizer's Charter and the operation

of the Charter School that are in the possession, custody, or control of the Organizer are subject to inspection and copying to the same extent that records of a public school are subject to inspection and copying pursuant to Indiana Code Chapter 5-14-3.

15.6 Compliance with State and Federal Law; Inspection. Records provided by the Organizer to the Authorizer that relate to compliance by the Organizer with the terms of this Charter Agreement or applicable law are subject to inspection and copying pursuant to Indiana Code Chapter 5-14-3.

15.7 Open Door Law. The Organizer's operation of the Charter School is subject to the requirements of the Open Door Law governing public meetings pursuant to Indiana Code Chapter 5-14-1.5.

15.8 Criminal History Information. The Organizer shall establish and implement a policy for conducting criminal history background checks in its operation of the Charter School that is consistent with Indiana Code.

15.9 Inspection; Certification. In addition to any requirements set forth in this Charter Agreement, the Authorizer may designate the Authorizer's representatives to enter the premises of the Charter School during or outside of school hours, on a scheduled or unscheduled basis, to monitor whether the Organizer is operating the Charter School in compliance with applicable law and with the terms and conditions of this Charter Agreement. To the extent permitted under applicable law, the Organizer shall maintain the following information at the Charter School and make it available to the Authorizer upon request no later than the second (2<sup>nd</sup>) business day following such request; or, if the information has not yet been disclosed by a third party, as soon as practicable with the exercise of due diligence on the part of the Organizer:

- a. the Organizer's Articles of Incorporation;
- b. the Organizer's bylaws;
- c. Board policies;
- d. current and former Board members;
- e. the Organizer's enrollment and admissions process for the Charter School;
- f. a list of all formerly and currently enrolled students and, for each student, the following information: full legal name, student identification number (for purposes of state testing), birth date, address, school corporation in which the student resides, names and addresses of legal guardians; required documentation relevant to the student's special needs status (if applicable); results on assessments required by applicable law, the Application, the Performance Framework, and this Charter Agreement; and documentation of a student's suspension or expulsion (if applicable);
- g. a list of all former and current staff members and teachers who work at the Charter School and, for each one, the following information: name, employee identification number, birth date, address, compensation, evidence of certification to teach or progress toward certification to teach (if applicable), documentation of termination or resignation (if applicable);
- h. evidence of insurance;
- i. leases;



- j. documentation of loans and other debt of the Organizer related to Charter School;
- k. detailed accounting of school expenditures and sources of income received that are current through the preceding month, within twenty (20) days after the last day of such month; and
- l. copies of all required certifications, and health and safety-related permits for occupancy of the physical plant for the purposes of the Charter School.

15.10 Notice of Litigation. The Organizer shall notify the Authorizer within five (5) business days of either the Charter School or any member of the School Board (acting in his or her capacity as a member of the School Board) being named as a plaintiff or defendant in any court proceeding or as the subject of any administrative enforcement proceeding arising from the operation of the Charter School.

## **SECTION XVI. TERM, REVIEW, RENEWAL, AND REVOCATION**

16.1 Term. The term of the Charter shall commence on the Effective Date and end forty-five (45) days after completion of the seventh (7th) school year of the Charter School. Per IC 20-24-4-1. The Authorizer will receive the lesser of the following: 3% from the tuition allocation based on total enrollment or whatever an authorizer is permitted by law to receive from the tuition allocation based on total enrollment.

16.2 Performance Review. The Authorizer shall review the Organizer's performance no less frequently than annually, with the content and scope of each review to be determined by the Authorizer. As part of the overall review process, the Authorizer shall review the Organizer's performance in operating the Charter School, including methodology for gauging the progress of the Charter School in achieving the educational mission and goals incorporated in the Application, this Charter Agreement, and the Performance Framework.

16.3 Renewal. The Charter and this Charter Agreement may be renewed or not renewed, solely at the discretion of the Authorizer. In considering any renewal, the Authorizer may request the Charter Schools Director to review the Organizer's performance in operating the Charter School, including the progress of the Charter School in achieving the academic goals set forth in the Application, and the Performance Framework. In addition, the Organizer may choose not to renew the Charter and shall communicate its intent to not seek renewal of the Charter to the Organizer in writing by September 1st of the final charter year.

16.3.1 Renewal Application Not later than October 1 in the year in which the charter school seeks renewal of a charter, the governing board of a charter school seeking renewal shall submit a renewal application to the charter authorizer under the renewal application guidance issued by the authorizer, and the guidance must include the performance criteria that will guide the authorizer's renewal decisions.

- 1. The renewal application process must, at a minimum, provide an opportunity for the charter school to:
  - a. present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
  - b. (ii) describe improvements undertaken or planned for the charter school; and
  - c. (iii) detail the charter school's plans for the next charter term.



2. Set forth the methods by which the charter school will be held accountable for achieving the educational mission and goals of the charter school, including the following:
  - a. Evidence of improvement in:
    - i. assessment measures, including the ISTEP and end of course assessments;
    - ii. attendance rates;
    - iii. graduation rates (if appropriate);
    - iv. increased numbers of Core 40 diplomas and other college and career ready indicators including advanced placement participation and passage, dual credit participation and passage, and International Baccalaureate participation and passage (if appropriate);
    - v. increased numbers of academic honors and technical honors diplomas (if appropriate);
    - vi. student academic growth;
    - vii. financial performance and stability; and
    - viii. governing board performance and stewardship, including compliance with applicable laws, rules and regulations, and charter terms.
  - b. Evidence of progress toward reaching the educational goals set by the organizer.
3. Describe the method to be used to monitor the charter school's:
  - a. compliance with applicable law; and
  - b. performance in meeting targeted educational performance.
4. Describe specific operating requirements, including all the matters set forth in the application for the charter.
5. Specify a date when the charter school will:
  - a. begin school operations; and
  - b. have students attending the charter school.

The authorizer shall make a final ruling on the renewal application not later than March 1 after the filing of the renewal application. The March 1 deadline does not apply to any review or appeal of a final ruling. After the final ruling is issued, the charter school may obtain further review by the authorizer of the authorizer's final ruling in accordance with the terms of the charter school's charter and the protocols of the authorizer.

16.4 Grounds for Revocation. The Charter and this Charter Agreement may be revoked by the Authorizer at any time before the expiration of the term if the Authorizer determines that one (1) of the following has occurred:

- a. the Organizer fails to fulfill any of its obligations in this Charter Agreement;
- b. the Organizer violates any of its representations in this Charter Agreement;
- c. the Organizer fails to comply with any of the terms and conditions set forth in this Charter Agreement;
- d. the Organizer fails to commence Charter School operations or have students in attendance at the Charter School in accordance with Section 7;
- e. the Organizer fails to meet the educational goals of the Charter School set forth in the

Application, the Accountability Plan, or this Charter Agreement;

- f. the Organizer fails to comply with the U.S. Constitution, the Indiana Constitution, or applicable law;
- g. the Organizer fails to use the accounting principles required under applicable law;
- h. the Authorizer has cause to believe the health or safety of students attending the Charter School may be in jeopardy; or
- i. the Organizer files for bankruptcy or becomes insolvent.

16.5 Cause for Revocation; Notice. If the Authorizer becomes aware of circumstances that may provide cause for revocation of the Charter as set forth under Paragraph 16.4, the Authorizer shall provide the Organizer with written notice of such circumstances and state a date, which shall not be less than fifteen (15) business days from the date of such notice, by which time the Organizer must respond in writing (a) showing cause why the Charter should not be revoked or (b) proposing to cure the condition.

16.6 Non-Renewal, Revocation, or Expiration. If the Charter is not renewed, is revoked, or expires:

- a. the Organizer shall follow the procedures set forth in the Charter School Closure Plan (hereinafter referred to as "Closure Plan");
- b. the Organizer shall be responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Organizer in connection with the operation of the Charter School; under no circumstances, shall Nineveh-Hensley-Jackson United School Corporation officers, employees, agents, or representatives acting on behalf of Nineveh-Hensley-Jackson United School Corporation officers, employees, agents and representatives, be responsible for such obligations; and
- c. the Organizer shall cooperate with the Authorizer to affect the orderly closing of the Charter School and shall comply with all applicable laws.

## **SECTION XVII. REPORTING REQUIREMENTS**

17.1 Master Calendar of Reporting Requirements. The Authorizer shall annually provide to the Charter School a calendar that sets forth the schedule for all reports that the Charter School shall submit to the Authorizer as required hereunder and the dates by which such reports shall be submitted (the "Master Calendar").

17.2 Budgets and Accounting Reports; Timing. The Organizer shall adopt a July 1 through June 30 budget and accounting year (the "Accounting Year"). The Organizer shall gather, calculate, and submit budgets and accounting information requested hereunder based upon the Accounting Year. If applicable law requires the Organizer to implement a different Accounting Year, the Organizer shall comply with such requirements for both accounting and budgetary reporting purposes.

17.3 Monthly Report. The Organizer shall submit to the Authorizer by the fifteenth (15<sup>th</sup>) day of the following month any of the following that apply and, if none of the following applies, the Organizer shall submit written notification to the Authorizer to that effect:

- a. a list of students expelled during the month;
- b. headcount/enrollment report;
- c. documentation of changes in (i) the Organizer's certificate of occupancy for the Charter School's physical plant or (ii) other health and safety-related certifications or permits;
- d. applications, filings, or Internal Revenue Service determinations related to seeking and maintaining the Organizer's tax-exempt status;
- e. applications, filings, or state determinations related to seeking and maintaining the Organizer's not-for-profit corporation status;
- f. lists and contact information of any individuals leaving or joining the Board;
- g. lists and contact information of any individuals who are resigning from or expecting to hold a leadership position in the operation of the Charter School, including any administrative position;
- h. documentation of any non-compliance by Organizer with this Charter Agreement or applicable law relating to the operation of the Charter School; and
- i. any conflict of interest issues that arose under Paragraph 3.4 and the resolution of such issue, if any.

17.4 Quarterly Reports. The Organizer shall submit the following to the Authorizer within forty-five (45) days after each quarter of each Accounting Year:

- a. financial statements prepared in accordance with the accounting standards of the State Board of Accounts;
- b. testing and academic gains report;
- c. a certification that the Organizer has operated the Charter School in compliance with this Charter Agreement and applicable law during the previous quarter, except as otherwise noted.

17.5 Annual Report. As required under Indiana Code 20-24-9-1, the Organizer shall submit an annual report to the Department containing the information set forth in Indiana Code 20-24-9-2 in addition to any other data required by the Authorizer or that the Department and local school districts require under applicable law. The Organizer shall provide a copy of the annual report that it submits to the Department to the Authorizer.

17.6 Performance Report. As required by Indiana Code § 20-24-9-6, the Organizer in cooperation with the Authorizer, shall publish a performance report not earlier than March 15 or later than March 30 that provides the information required under Indiana Code § 20-20-8-8. The Organizer shall provide a copy to the Authorizer of its performance report.

17.7 Other Reports.

a. Accounting.

- i. By June 1 during the calendar year of the Effective Date, the Organizer shall submit to the Authorizer an initial statement prepared by an independent, certified public accountant licensed in the state of Indiana to the effect that the Organizer has adopted proper internal financial and accounting controls, and a plan to address any deficiencies noted in the accountant's statement.
- ii. Within six (6) months after the end of each Accounting Year during the term of this Charter Agreement, the Organizer shall submit to the Authorizer financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accounts and audited by an independent, certified public accountant.
- iii. The Organizer shall also submit to the Authorizer the audit of the Organizer's financial statements performed by the State Board of Accounts as required under Indiana Code § 20-24-8-5(1) as soon as it is available; and, to the extent that such audit is submitted in a timely fashion, the Authorizer may waive, in writing, the requirement to submit audited financial statements as set forth in Subparagraph (ii).

b. Projections. The Organizer shall provide the following projections:

- i. documentation of the Charter School's recruiting and admission process for the upcoming school year, no later than two months prior to the student admission lottery;
- ii. the projected budget no later than June 1 prior to the upcoming Accounting Year;
- iii. the school calendar no later than July 1 prior to the commencement date of the upcoming school year; and
- iv. the projected student enrollment no later than July 1 prior to the commencement date of the upcoming school year, specifying expected number of students by grade level and school corporation of record.

c. Enrollment Report. Not later than the date established by the Department for determining average daily enrollment, the Organizer shall submit to the Department, with a copy to the Authorizer, any information required.

d. Additional Information. The Organizer shall submit any additional reports (or supplements to any of the reports herein) as set forth in the Accountability Plan or requested by the Authorizer.

17.8 Public Inspection. The Authorizer may make any of the reports herein available for public inspection, to the extent permitted under applicable law.

## SECTION XVIII. GENERAL PROVISIONS

18.1 Notice. All notices, reports, and other documents covered by this Charter Agreement and required to be sent to one of the parties shall be in writing and shall be delivered by electronic mail, hand or by U.S. Certified Mail, return receipt requested, to the following contacts, as applicable, at the address shown or to such other address as may be provided by notice under this paragraph:

*If to the Authorizer:*

Nineveh-Hensley-Jackson United School Corporation  
Attention: Dr. Timothy Edsell, Superintendent  
802 South Indiana Creek Drive  
Trafalgar, Indiana 46181

*If to the Organizer:*

Indiana Agriculture & Technology Academy  
Attention: Keith A. Marsh, Executive Director/CAO  
1982 S. Morgantown Road  
Morgantown, Indiana 46160

18.2 Governing Law. The Charter and this Charter Agreement shall be governed by, subject to, and construed under the laws of the State of Indiana without regard to its conflicts of laws provisions.

18.3 Waiver. No waiver of any breach of any provision of this Charter Agreement shall be held as a waiver of any other or subsequent breach.

18.4 Counterparts. This Charter Agreement may be signed in counterparts, which together shall constitute the original Charter. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

18.5 Amendment. This Charter Agreement may be amended only by a written instrument executed by the Organizer and the Authorizer.

18.6 Severability. In the event that any provision of this Charter Agreement, or the application thereof, shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter Agreement and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law. To the extent that any of the statutory or regulatory provisions referenced in this Agreement are repealed, the parties will not have an obligation pursuant to this Agreement comply with the repealed provisions.

18.7 Entire Agreement. This Charter Agreement supersedes and replaces all prior agreements and understandings between Nineveh-Hensley-Jackson United School Corporation and their officers, employees, counsel, consultants, agents, representatives, and those acting on behalf of Nineveh-Hensley-Jackson United School Corporation officers, employees, counsel, consultants, agents, and representatives)



and the Organizer (or the Organizer's duly authorized representatives).

18.8 Construction. This Charter Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared this Charter Agreement.

18.9 Disputes. The Organizer and Authorizer shall not exercise any legal remedy with respect to any dispute arising from the Charter without (a) first providing written notice to the other party setting forth a description of the dispute, and (b) thereafter, meeting with the other party and attempting in good faith to negotiate a resolution of such dispute. This provision shall not apply to the Authorizer's revocation rights under Paragraph 16.4 of this Charter Agreement.

18.10 No Third-Party Beneficiary. Nothing in this Charter Agreement, either expressed or implied, shall be construed to give any non-party any legal or equitable rights hereunder.

18.11 Assignment. The Organizer may not transfer or assign any of its rights or obligations under this Charter Agreement without the amendment of this Charter Agreement.

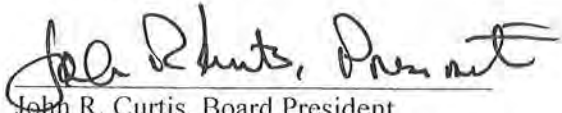
18.12 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Charter Agreement to an introduction, recital, section, paragraph or attachment, such reference shall be to an introduction, recital, section, or paragraph of, or an attachment to, this Charter Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Charter Agreement as a whole and not to any particular provision of this Charter Agreement. The headings contained in this Charter Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Charter Agreement. Whenever the words "include," "includes" or "including" are used in this Charter Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Charter Agreement shall have the respective meanings given to them under generally accepted accounting principles. The words "applicable law" shall mean any federal, state, or local laws, rules, regulations, ordinances, or other legal authority to which the entity in question is subject.

18.13 Authority. The Organizer is duly authorized to enter into this Charter Agreement, and the persons executing this Charter Agreement have been duly authorized to do so by the Board.

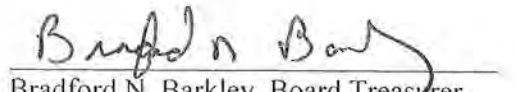
18.14 Surviving Provisions. In addition to the surviving terms and conditions set forth in Paragraph 11.3 of this Charter Agreement, Paragraphs 3.5, 16.6, 18.9, and 18.10 of this Charter Agreement shall also survive the expiration, non-renewal, or revocation of this Charter Agreement.

18.15 Report Due Dates. If an Organizer is obligated to provide reports or other information on a date that falls on a holiday or weekend, the Organizer may provide such reports or other information on the next business day after the holiday or weekend.

IN WITNESS WHEREOF, the parties hereto have executed this Charter School Agreement as of the dates indicated below.



John R. Curtis, Board President  
Indiana Agriculture & Technology School  
Date:



Bradford N. Barkley, Board Treasurer  
Indiana Agriculture & Technology School  
Date:



Dr. Timothy Edsell, Superintendent  
Nineveh-Hensley-Jackson United School Corp.  
Date:



Mr. Greg Waltz, School Board President  
Nineveh-Hensley-Jackson United School Corp.  
Date:

ATTEST:



Andrew Cline, Assistant Superintendent  
Nineveh-Hensley-Jackson United School Corp.  
Date:

*(Exhibits A, B, C and D to follow.)*



# Proof of Non-profit

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

AUG 02 2017

INDIANA AGRICULTURE EDUCATION INC  
650 E CARMEL DR STE 330  
CARMEL, IN 46032

Employer Identification Number:  
81-5307679

DLN:  
17053095337047

Contact Person:  
ROGER W VANCE ID# 31173

Contact Telephone Number:  
(877) 829-5500

Accounting Period Ending:  
December 31

Public Charity Status:  
170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:  
Yes

Effective Date of Exemption:  
February 6, 2017

Contribution Deductibility:  
Yes

Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

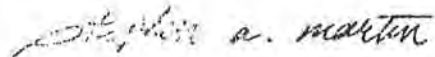


INDIANA AGRICULTURE EDUCATION INC

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Stephen A. Martin".

Director, Exempt Organizations  
Rulings and Agreements

Indiana Department of Revenue  
**General Sales Tax Exemption Certificate**

Indiana registered retail merchants and businesses located outside Indiana may use this certificate. The claimed exemption must be allowed by Indiana code. Exemption statutes of other states are not valid for purchases from Indiana vendors. **This exemption certificate can not be issued for the purchase of Utilities, Vehicles, Watercraft, or Aircraft.** Purchaser must be registered with the Department of Revenue or the appropriate taxing authority of the purchaser's state of residence.

**Sales tax must be charged unless all information in each section is fully completed by the purchaser.** Purchasers not able to provide all required information must pay the tax and may file a claim for refund (Form GA-110L) directly with the Department of Revenue. A valid certificate also serves as an exemption certificate for (1) county innkeeper's tax and (2) local food and beverage tax.

Section 1 (print only)	Name of Purchaser: <u>Indiana Agriculture Education Inc. dba Indiana Agriculture &amp; Technology School</u>
	Business Address: <u>650 E Carmel Dr Ste 330</u> City: <u>Carmel</u> State: <u>IN</u> ZIP Code: <u>46032</u>
	Purchaser must provide minimum of one ID number below.*
	Provide your Indiana Registered Retail Merchant's Certificate TID and LOC Number as shown on your Certificate.
	TID Number (10 digits): <u>0161276938</u> - LOC Number (3 digits): <u>001</u>
	If not registered with the Indiana DOR, provide your State Tax ID Number from another State
	<b>*See instructions on the reverse side if you do not have either number.</b>
	State ID Number: _____ State of Issue: _____

Section 2	Is this a <input checked="" type="checkbox"/> blanket purchase exemption request or a <input type="checkbox"/> single purchase exemption request? (check one)
	Description of items to be purchased: _____

Section 3	Purchaser must indicate the type of exemption being claimed for this purchase. (check one or explain)
	<input type="checkbox"/> Sales to a retailer, wholesaler, or manufacturer for <b>resale</b> only.
	<input type="checkbox"/> Sale of manufacturing machinery, tools, and equipment to be used directly in direct <b>production</b> .
	<input checked="" type="checkbox"/> Sales to <b>nonprofit organizations</b> claiming exemption pursuant to Sales Tax Information Bulletin #10. (May not be used for personal hotel rooms and meals.)
	<input type="checkbox"/> Sales of tangible personal property predominately used (greater than 50 percent) in providing <b>public transportation</b> - provide USDOT Number. A person or corporation who is hauling under someone else's motor carrier authority, or has a contract as a <b>school bus operator</b> , must provide their SSN or FID Number in lieu of a State ID Number in Section 1.
	USDOT Number: _____
	<input type="checkbox"/> Sales to persons, occupationally engaged as farmers, to be used directly in production of <b>agricultural</b> products for sale. <b>Note:</b> A farmer not possessing a State Business License Number may enter a FID Number or a SSN in lieu of a State ID Number in Section 1.
	<input type="checkbox"/> Sales to a <b>contractor</b> for exempt projects (such as public schools, government, or nonprofits).
	<input type="checkbox"/> Sales to <b>Indiana Governmental Units</b> (agencies, cities, towns, municipalities, public schools, and state universities).
	<input type="checkbox"/> Sales to the <b>United States Federal Government</b> - show agency name. _____ <b>Note:</b> A U.S. Government agency should enter its Federal Identification Number (FID) in Section 1 in lieu of a State ID Number.
<input type="checkbox"/> Other - explain. _____	

Section 4	I hereby certify under the penalties of perjury that the property purchased by the use of this exemption certificate is to be used for an exempt purpose pursuant to the State Gross Retail Sales Tax Act, Indiana Code 6-2.5, and the item purchased is not a utility, vehicle, watercraft, or aircraft.
	I confirm my understanding that misuse, ( <i>either negligent or intentional</i> ), and/or fraudulent use of this certificate may subject both me personally and/or the business entity I represent to the imposition of tax, interest, and civil and/or criminal penalties.
	Signature of Purchaser: <u>John R. Curtis</u> Date: <u>January 8, 2018</u>
	Printed Name: <u>John R. Curtis</u> Title: <u>Treasurer</u>

The Indiana Department of Revenue may request verification of registration in another state if you are an out-of-state purchaser.  
**Seller must keep this certificate on file to support exempt sales.**

# Enrollment Policy

## **ATTACHMENT 6 SCHOOLS ADMISSION POLICY**

### **Enrollment Policy**

Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The school will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Parents and prospective students may contact the school via the school's web site or by phone, or attend an informational session to receive additional information about the school. Once the decision to enroll has been made, the student and parents/guardians will be asked to a face-to-face meeting at the school's offices or a convenient location to complete the enrollment forms. This face-to-face meeting is the beginning of a crucial educational partnership between student, parent, and teacher that requires each party to take ownership of his or her part in the educational process. During this initial meeting, an outline of the duties, responsibilities, and expectations of each member of this important partnership is reviewed. In addition to the general enrollment forms, parents/guardians will be asked to provide the school with the following documents:

- Transcript from the last school attended - the Registrar/Admissions Coordinator will send for permanent record;
- Verification of address or parents' address by one of the following:
  - current utility bill;
  - tax receipt;
  - contract for purchase of home;
- Authenticated birth date;
- Social Security card
- Immunization records showing proof of proper immunizations
- Copy of the student's current IEP and ER, if applicable
- State or federal photo ID of parent or guardian

If coming from a public school outside Indiana or from ANY private school, the following are required:

- Report card or transcript from the last school attended; the school's Admissions Coordinator will send for permanent record;
- Verification of address of parents' address by one of the following:
  - current utility bill;
  - tax receipt or homestead exemption card;
  - contract for purchase of home;

Authenticated birth date can be verified by one of the following:

- Certified copy of birth certificate/State Birth Registration Card;

- Baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit;
- Insurance policy on the student in force for at least two years;
- Bible record of child's birth accompanied by parents' sworn affidavit;
- Passport or certificate of arrival in the United States showing age of child (view only)
- School record at least four years prior, showing date of birth;
- Parent's sworn affidavit accompanied by a certificate of examination from a health officer or physician verifying the student's age.
- Immunization records showing proof of proper immunization.

At this face-to-face meeting, the student and parents will receive a copy of the student/parent handbook, and will be required to sign the following forms: Academic Honesty Policy, Acceptable Use of Technology Contract, and Indiana Agriculture & Technology Academy Student/Parent Agreement.

Families will be afforded the opportunity to discuss their student's needs, skills, and abilities at length, and every effort will be made to ensure that the parents and students are choosing an appropriate school. Indiana Agriculture & Technology Academy recognizes that online learning is not the best choice for every student, so the Admissions staff will receive extensive training from Indiana Agriculture & Technology Academy in how to counsel families to select the best option for the students' education.

As soon as all documents have been received by the admissions department and the folder is complete, the student will be enrolled in the school's information system, Genesis. The student will be assigned to a Student Learning Advocate, and the SLA will contact the student and parent as quickly as possible to discuss course selection, and complete the duties outlined in the teacher manual, so that the student can begin his or her classes. This process can be completed in as little as one day after the student's enrollment folder is complete.

Enrollment information, including a list of required documents and a copy of the enrollment form will be posted on the school's web site.

If applications exceed the number of available seats, a public lottery will be held following the regularly scheduled governing board meetings. All student applicant names exceeding the enrollment limits will be collected and placed in a container that permits a random draw and further ensures fairness to all applicants. The lottery will be utilized each month on or before the month end throughout the entire school year. The successful applicants and their parent or guardian, if applicable, will be notified within 2 business days of the completion of the lottery to confirm their acceptance.



**Indiana Agriculture & Technology Academy  
1982 Morgantown Road  
Morgantown, IN 46160**

**ENROLLMENT LOTTERY STUDENT POLICY**

The Indiana Agriculture & Technology Academy is a public charter school and is required by law to be open to any student wanting to attend. The school will have an open admissions procedure conducted in the following manner:

**2018 – 2019 School Year (Year 1)**

- Open enrollment period will be publicly advertised throughout the State of Indiana. Open enrollment will begin January 1, 2018.
- At the end of the open enrollment, if there are newer enrolled students than available spots, then a transparent and open lottery process will be conducted. An individualized open lottery will be held separately for each grade level. This lottery will be conducted by an independent 3<sup>rd</sup> party and proper 10-day notice will be given to the Nineveh-Hensley-Jackson United School Corporation.
- The lottery process will follow this procedure:
  - Even though we are a virtual school, each grade level will have a maximum enrollment number.  
(See Grade Range of Pupils to Be Enrolled)
  - Siblings of current students wishing to attend are afforded priority dependent upon availability in the grade level. (Siblings are defined as connected by legal guardianship and living at the same address.) A separate lottery will be held for siblings of re-enrolled students. Students will be randomly selected and placed on a waiting list in the order drawn. Vacancies will be filled based upon the order of the waiting list.
  - An open enrollment lottery will be conducted of all students registered by the end of the open enrollment period by grade. Students will be randomly selected and placed on a waiting list following the sibling lottery list. If the student is chosen and has a twin in that same grade, he or she will be excluded from the lottery and afforded an automatic spot in the school.
  - Students selected to fill vacancies have 30 days to accept and confirm their admission. Offers of admissions not accepted will be offered to the next student on the waiting list.
  - Applications accepted after the lottery process will be placed on the waiting list in order received. Application will be time and date stamped upon completion.
  - A parent can remove his/her child from the waiting list at any time.

**2019 – 2020 School Year (Year 2)**

- Once the lottery is conducted, any new students seeking enrollment for the current school year are subject to approval based upon current enrollment and next year's enrollment for availability.

- For the 2019-2020 school year, open enrollment period will be publicly advertised and last 4 weeks.
- For the 2019-2020 school year, prior to the open enrollment period, all students currently enrolled will be given the opportunity to re-enroll for the next school year. Following the close of re-enrollment, re-enrolled students will be tabulated by grade level to determine availability of open spots.
- At the end of the open enrollment, if there are newer enrolled students than available spots, then a transparent and open lottery process will be conducted. An individualized open lottery will be held separately for each grade level. This lottery will be conducted by an independent 3<sup>rd</sup> party and proper 10-day notice will be given to the Nineveh-Hensley-Jackson United School Corporation.
- The lottery process will follow this procedure:
  - Even though we are a virtual school, each grade level will have a maximum enrollment number.  
(See Grade Range of Pupils to Be Enrolled)
  - Siblings of current students wishing to attend are afforded priority dependent upon availability in the grade level. (Siblings are defined as connected by legal guardianship and living at the same address.) A separate lottery will be held for siblings of re-enrolled students. Students will be randomly selected and placed on a waiting list in the order drawn. Vacancies will be filled based upon the order of the waiting list.
  - An open enrollment lottery will be conducted of all students registered by the end of the open enrollment period by grade. Students will be randomly selected and placed on a waiting list following the sibling lottery list. If the student is chosen and has a twin in that same grade, he or she will be excluded from the lottery and afforded an automatic spot in the school.
  - Students selected to fill vacancies have 30 days to accept and confirm their admission. Offers of admissions not accepted will be offered to the next student on the waiting list.
  - Applications accepted after the lottery process will be placed on the waiting list in order received. Application will be time and date stamped upon completion.
  - A parent can remove his/her child from the waiting list at any time.

# School Discipline Policy



## 2018-2019 Parent/Student Handbook

### School Calendar and Schedule

Indiana Agriculture & Technology School will operate a balanced calendar with 188 official school days, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her Student Learning Advocates and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed within the academic calendar, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total more than 940 hours of instructional time per 188 days.

Each day that a student is in attendance, the student will log into GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Technology Director when the course selection is complete. Students are provided with extensive orientation by the school about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school.

This data is housed in GENIUS, the Student Information System. According to data collected on current online schools throughout the country, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace. Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. Indiana Agriculture & Technology School will utilize the attendance policies developed by the school. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

1. ***Students who are ill:*** Students with chronic or acute illnesses (long-term), should notify their Student Learning Advocates of any special needs they have with regard to





## 2018-2019 Parent/Student Handbook

completing course work. The Student Learning Advocates may request that the attending physician write or email the school explaining the student's needs. The Student Learning Advocates will document those needs, and ensure that the student's record reflects this.

2. ***Students who are elite athletes:*** Students who compete in a sport that requires travel should notify their Student Learning Advocates of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.
3. ***Students who are performers:*** Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their Student Learning Advocates and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

### School Culture

The success of the educational model will ensure that this school's students will have access to the highest quality online curriculum, EDGENUITY, and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at their home or at one of the school's Student Support Centers within their area. This multi-layered approach to student support has documented results in increasing student achievement.

Student Learning Advocates, who are Indiana licensed teachers, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. Student Learning Advocates create a schedule for contact so that





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the parent and student are available for this weekly contact. During the call, the Student Learning Advocate will review the student's attendance and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. Student Learning Advocate must return all phone calls and emails in 24 hours or less. Student Learning Advocates may also meet with the student and his or her parents at their homes or one of the Student Support Centers to provide additional assistance to the student.

### **Student Attendance**

Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the virtual school environment, and the role of the Student Learning Advocate is an important part of this, since the Student Learning Advocate is the student's first point of contact with the school and his or her resource for all academic issues. A process will be in place to deal with students who are not fulfilling their responsibility academically while a student at Indiana Agriculture & Technology School. This process is called Academic Review Status Policy which has a three-step process.

### **Student Engagement Policy**

Per IC 20-24-7-13, a student who fails to participate in courses may be withdrawn from enrollment with the school provided that the following has been followed:

1. Adequate notice of the withdrawal is provided to the parent and the student; and
2. An opportunity is provided, before the withdrawal of the student by the school, for the student or the parent to demonstrate that failure to participate in the course is due to an event that would be considered and excused absence under IC 20-33-2.

Our Academic Review Status policy provides the adequate process required for the Student Engagement Policy. See Academic Review Status Policy.



## 2018-2019 Parent/Student Handbook

### Documentation of Attendance

Indiana Agriculture & Technology School will operate on a balance calendar (188 Instructional Days) with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Student Learning Advocate when the course selection is complete. Students are provided with extensive orientation by the Student Learning Advocate about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in GENIUS, the Student Information System. Student Learning Advocates will take attendance daily for the prior day and will contact the family if the student is not shown as logged in. Students are required to be online for a **minimum of four (4) hours** to be counted as attended for that day.

### Progress in Course Work

Students' progress will be carefully monitored by the Student Learning Advocate assigned to that student, and this will be done daily. Each week the Student Learning Advocate will contact the student and parent/guardian to discuss the student's attendance and progress in all courses. Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently to best meet their needs.

### Student Discipline

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Indiana Agriculture & Technology School will create a positive discipline plan and learning environment to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, Student Learning





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Advocate-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function or interacting with school personnel. Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all school policies. Indiana Agriculture & Technology School is dedicated to providing student centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important undergirding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

### **Anti-Harassment / Cyber-Bullying Policy**

Harassment, intimidation or bullying and acts of cyber-bullying for any reason, including but not limited to race, color, ancestry, religion, national origin, age, sex, sexual orientation, or disability in any form is strictly prohibited. Anyone whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Violators may also be referred to law enforcement officials.

The definition of “Cyber-bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the course.



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### Academic Review Status Process

#### **FIRST ARS LETTER**

1. Student Learning Advocate notifies through the attendance list from Genesis that the first ARS letter is to be sent to the student and their parents. This letter is generated and mailed by the registrar from Indiana Agriculture & Technology School.
2. Indiana Agriculture & Technology School will indicate on the attendance list when the ARS letter has been mailed to the student.
3. Parent is to notify their Student Learning Advocate by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their first warning. Student Learning Advocate and student will work together to ensure that the student is following through and is accountable for their academic work.
4. If the student and parents do not contact their Student Learning Advocate by the posted date, a certified letter will be mailed from Indiana Agriculture & Technology School to let the student know that they have been officially withdrawn from Indiana Agriculture & Technology School for lack of academic performance.

#### **SECOND ARS LETTER**

1. Student Learning Advocate notifies through the attendance list from Genesis that the second ARS letter is to be sent to the student and their parents due to the student recurring lack of academic work. This letter is generated and mailed by the registrar from Indiana Agriculture & Technology School. This letter indicates that the student and parents must have a conference call to put together an academic plan for the student.
2. Indiana Agriculture & Technology School will indicate on the attendance list when the ARS letter has been mailed to the student.
3. Parent is to notify their Student Learning Advocate by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their second warning. Student Learning Advocate and student will work together to ensure that the student is following through and is accountable for their academic work.





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4. If the student and parents do not contact their Student Learning Advocate by the posted date, a certified letter will be mailed from Indiana Agriculture & Technology School to let the student know that they have been officially withdrawn from Indiana Agriculture & Technology School for lack of academic performance.

### **THIRD ARS LETTER**

1. Student Learning Advocate notifies through the attendance list from Genesis that the third ARS letter is to be sent to the student and their parents due to a continual lack of academic work by the student. This letter notifies that the student has continued not to do their academic work and are behind academically. This is the third and final step of the process for the student and is officially withdrawing them from Indiana Agriculture & Technology School. The letter is generated from the registrar of Indiana Agriculture & Technology School.
2. Indiana Agriculture & Technology School will indicate on the attendance list when the student has been officially withdrawn from Indiana Agriculture & Technology School.

### **Parent Involvement**

The Governance for Indiana Agriculture & Technology School has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, Student Learning Advocates, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.

Parent involvement is an important component for student success. Parents will be encouraged to attend "Parent Night" meetings which provide parents and guardians the opportunity to learn about the school, meet with administrators to discuss student progress and learn tips on how to support student learning and attendance. These will be held at specific locations throughout the state. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a



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positive relationship with parents will promote and encourage parent support and involvement in the school.

### **Process for Dissemination of Information**

Parents and community members will be informed about the development of the school via the school's web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers. Parents and students will be informed of these sessions through our website and email messenger program.

### **Program to Encourage Parental Involvement**

The school will seek to actively involve parents as much as possible. Parents are encouraged and reminded of the role they play when their children are enrolled in an online learning environment:

#### **The Role of the Parent/Guardian**

1. Available to supervise the student while the student is completing his/her school work.
2. Contact should be maintained with your Student Learning Advocate or anytime you have a question.
3. Adhere to Indiana Agriculture & Technology School's attendance policies. Immediately inform your Student Learning Advocate of any illness or extended time away from your child's studies.
4. Provide proper documentation to the GENIUS of any email address, phone number or residency changes.
5. Participate in universal screening and interventions, including but not limited to NWEA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.
7. Notify your Student Learning Advocate if you have a technical issue that prohibits your child from completing school work based on their academic plan.
8. Liability for the school's equipment and materials is the responsibility of the parent.
9. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
10. Parents will also be invited to become a part of the School Advisory Committee.



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### **Safety and Security**

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the school expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

### **Student Acceptable Use of Technology Policy**

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. As students and their families choose to use their own computers, they must still sign and abide by this policy.

### **Acceptable Use of Technology Policy**

Students are responsible for appropriate behavior on the school's computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources.

Students are advised never to access, keep, or send anything they would not want their parents or Student Learning Advocates to see. Regarding privacy, computer storage areas may be treated like "traditional" school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should not use profane, abusive, or impolite language when communicating online. Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents/guardians immediately who should then contact the school with this information.





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### **Username and Passwords**

Students must use their own usernames and passwords. Sharing usernames and passwords is strictly prohibited. Students may not use another person's account. Students are responsible for making sure their passwords are private and secure. Students should not publicly share their own personal contact information, or anyone else's, without express written permission. Unauthorized access to the school's web site, servers, and systems is strictly prohibited.

### **The school expects students to observe the following rules of online behavior:**

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

### **The following types of access are inappropriate uses:**

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a Student Learning Advocate or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a Student Learning Advocate or authorized adult
- Attempts to disrupt access
- Causing damage to, or changing function, operation or design of, the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet



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- Posting web pages without the consent of a Student Learning Advocate or authorized adult
- Buying or selling any products or services

In the instance where a loaner or other computer is provided by the school:

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school issued computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with Student Learning Advocates, Instructional Supervisors and any other staff. Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

### **Technology Specifications and Requirements**

All students will be expected to start school with an acceptable laptop, smart device or tablet capable of accessing and utilizing the curriculum. The following minimal requirements are required. (See Edgenuity Minimum System Requirements)

Students will have access to technical support from 8-8, M-F. Students may contact the tech support help desk via email or by phone. A chat feature will be provided. All calls will be returned in 24hrs.

### **Plagiarism and Academic Honesty**

Indiana Agriculture & Technology School maintains a positive learning environment for all students, faculty and staff. Students are expected to respect one another, have academic integrity, and submit work that is their own. Students are required to conduct themselves honestly at all times. Students are responsible for understanding what behavior constitutes plagiarism and cheating, and properly crediting sources when submitting work.





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ACCORDING TO THE MERRIAM-WEBSTER DICTIONARY, TO "PLAGIARIZE" MEANS

- to steal and pass off (the ideas or words of another) as one's own,
- to use (another's production) without crediting the source,
- to commit literary theft, or
- to present as new and original an idea or product derived from an existing source.

### Consequences for Plagiarism

If plagiarism occurs student must re-submit the assignment containing original work with proper citation.

#### Minor Infraction:

1. If the student does not re-submit the assignment in a timely fashion determined by the teacher, the student will receive a "0" on that assignment.
2. If this is the first time the student has plagiarized, and the infraction is minor, i.e. failure to include quotes or a specific citation to a reference, or inadvertent collaboration between students in the same locale, the student may receive up to 90% credit on the assignment based on the quality of the work. This assumes the student resubmits the work in a timely fashion.
3. A second minor infraction will result in the student being able to receive up to 50% credit on the assignment based on the quality of the work. This assumes the student resubmits the work in a timely fashion.

#### Major Infraction:

1. For a first-time serious infraction, i.e. copying entire bodies of work from another student and presenting it as their own, hiring a student to complete work, using or sharing answer keys, etc. the student may be able to receive up to 50% credit on the assignment based on the quality of their work, assuming the student resubmits the work in a timely fashion, as indicated by their teacher.
2. Additional serious infractions or subsequent minor infractions will result in the student earning a grade of zero (0) for the assignment. In addition, in cases involving repeat, serious infractions, the student may be removed from the course with a failing grade. Extreme cases may result in dismissal from Indiana Agriculture & Technology School.



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### **Anti-Discrimination Policy**

No student will be excluded from participation in the Indiana Agriculture & Technology School on the basis of race, color, religion, gender, gender identity, nation of origin, or disability. Students applying to Indiana Agriculture & Technology School will be admitted based on academic record, potential for success in an online learning environment, and adequacy of support network for the student who will be working in the home environment.

### **Section 504 of the Rehabilitation Act of 1973**

The Indiana Agriculture & Technology School, under Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. Indiana Agriculture & Technology School has the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school, he/she has the right to a hearing. If there are questions, please feel free to contact the Executive Director of the school.

### **Family Educational Rights and Privacy Act**

Under the provisions of the Family Educational Rights and Privacy Act of 1974, parents of currently enrolled students under the age of 18 have the right to:

1. Inspect and review their student's educational records;
2. Request the amendment of their student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to the disclosure of personally identifiable information contained in their student's educational records, except to the extent that this act and its regulations authorize disclosure without consent;
4. File with the U.S. Department of Education a complaint under the provisions of the Act concerning alleged failures by the district to comply with the requirements of the Act; in accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records.

No member of Indiana Agriculture & Technology School is authorized to release student information without the written permission of the student's parent or legal guardian. Names and images of Indiana Agriculture & Technology School students will not be published in print, video/film, or on our public website without written student and guardian consent.





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Edgenuity Minimum System Requirements		
Operating Systems <sup>1</sup>		Browsers <sup>2</sup>
Android™ 4.3 Apple iOS 7.x Mac® OS® X 10.7.5+ Chrome™ OS 35		Google™ Chrome™ 35+ Firefox® 45+ Internet Explorer 11 Microsoft Edge Safari® 6.0+ (Requires 10.7.5+)
Windows® 7 Windows 8 Windows Vista™ Windows 10 Windows RT		
Processor		Network / Speed Connection <sup>3</sup>
PC: 2.33GHz AMD® -or- Intel® Core™ Duo 1.83 GHz Mac: Intel Core Duo 1.33 GHz		LAN 100/1000 switched to desktop Internet access 384 kbps per concurrent user
Memory & Hard Disk Space		Sound <sup>4</sup>
2 GB RAM 1 GB available disk space for browser cache		OS supported sound card Speakers or headsets (recommended)
Display		Plug-Ins <sup>5</sup>
1280 x 1024 resolution 16-bit color 128 MB graphics memory		Adobe® Flash® Player 18+ Java® 1.8+ Adobe Acrobat® Reader® 11+
Example Mobile Devices <sup>6</sup>		
<b>Android:</b> Google Pixel C Samsung™ Galaxy Tab® 3 Dell Venue 10 7000	<b>Chromebook:</b> Acer® Chromebook 15 C910 Dell™ Chromebook 11 Chromebook Pixel	<b>iPad:</b> iPad 4 iPad mini™
<b>PLEASE NOTE:</b> 1 The Android operating system is supported by Edgenuity, but the Android browser is not. Android users should download and only use the Chrome browser to access Edgenuity. Windows based tablets and the Windows RT operating system is fully supported by Edgenuity when using Edgenuity 3000+ series courses. 2 Chrome browser versions 42 or later may not allow functionality for some plug-ins. Internet Explorer 9 – 10 is no longer supported after June, 2016. 3 A slow Internet connection will affect the performance of multimedia elements found in the Edgenuity courses. 4 Students will need access to audio capabilities including speakers and/or headsets. 5 All instructional computer stations will need sufficient network-user permissions to ensure full functionality when using certain plug-in applications. Adobe Flash may be required when using courses containing Chem Labs and PowerSpeak. Java is required for Districts using the Secure Station feature. 6 Example devices listed above have been tested to be functional when using Edgenuity. Other Chromebook devices not listed may be used providing they meet the minimum requirements. Smart phone and smart watch use is not supported by Edgenuity. Smart phone and smart watch devices are not supported by Edgenuity.		

# Resumes



**KEITH A. MARSH**

Cell: (317) 201-8734

**EDUCATION**

<b>Year</b>	<b>Degree</b>	<b>Institution</b>	<b>Location</b>
1979	Bachelor of PE/Health	Purdue University	West Lafayette, Indiana
1993	Completion of EPPSP GROUP 10	Butler University	Indianapolis, Indiana
1994	Master of Science Educational Administration	Butler University	Indianapolis, Indiana
2006	Certificate of Completion (Indiana Principal Leadership Academy)	IPLA – Group 41	Indianapolis, Indiana
2013	Educational Leadership Program	Marian University	Indianapolis, Indiana

**LICENSE**

Indiana Teachers License (Professional)  
Secondary Administrative and Supervision License

**EDUCATIONAL WORK EXPERIENCE**

<b>2017 – Current</b>	<b>Indiana Agriculture &amp; Technology School</b>	<b>Executive Director/Chief Academic Officer</b>
<b>2004 – Current</b>	<b>A+ Educational Services</b>	<b>President/CEO</b>
<b>2015 – 2017</b>	<b>Highmark Companies/Pearson – Curriculum Specialist (PT-Seasonal)</b>	
<b>2014 – 2015</b>	<b>Indiana Cyber Charter School</b>	<b>Academic Director</b>
<b>2008 – 2014</b>	<b>Imagine Schools, Inc.</b>	<b>Regional Operations Director IN/OH Region/Principal</b>
<b>2007 to 2008</b>	<b>Ball State University Office of Charter Schools</b>	<b>Assistant Director</b>
<b>2003 to 2007</b>	<b>Saint Theodore Guerin High School, Noblesville, IN Founding Principal (School Opened August 2004)</b>	
<b>1999 – 2003</b>	<b>Father Thomas Sccecina Memorial High School, Indianapolis, IN</b>	<b>President/CEO</b>
<b>1998 – 1999</b>	<b>Tri-Central Jr. /Sr. High School, Sharpsville, IN</b>	<b>Principal</b>
<b>1994 - 98</b>	<b>Lawrence North High School</b>	<b>Assistant Principal</b>
<b>1992 - 94</b>	<b>Brook Park Elementary, MSD of Lawrence Township</b>	<b>Home School Advisor</b>
<b>1989 - 92</b>	<b>Saint Matthew Catholic School, Indianapolis, IN</b>	<b>Assistant Principal, Teacher</b>
<b>1980 - 81</b>	<b>North Miami Junior/Senior High School, Denver, IN Teacher and Coach</b>	

**NON-EDUCATIONAL WORK EXPERIENCE**

<b>1981 – 1984</b>	<b>Kokomo YMCA, Kokomo, IN</b>	<b>Youth and Sports Director</b>
<b>1984 – 1989</b>	<b>Lancaster YMCA, Lancaster, PA</b>	<b>Senior Program Director</b>

## RESUME of ALLAN R. SUTHERLIN

Allan Sutherlin is the CEO of Stakeholder International, a Public Affairs focused consulting company serving domestic and international organizations, corporations and associations with program development, technology assistance and active deployment of projects and issue based initiatives.

Mr. Sutherlin has earned a national reputation as an experienced, successful organizer and fundraiser for political and public policy campaigns throughout the United States. He has actively worked in over 200 political campaigns as a private consultant, including contests for President of the United States, Governor, U.S. Senator, U.S. House of Representatives and local offices.

As CEO and founder of Stakeholder International, Mr. Sutherlin's broad responsibilities include the development of technology tools and products, as well as providing public affairs consulting to preferred clients. His clients include a wide range of companies (a partial list would include): Exxon Mobil Corporation, The Hershey Company, General Mills, Allstate Insurance Company, Nationwide Insurance Company, Indiana University Health, Ohio Farm Bureau Federation, Consolidated Brands, Eli Lilly and Company, International Franchise Association, Wendy's International, Dunkin Brands, McDonalds, ExStudent Association of the University of Texas, and Oklahoma State University Alumni Association.

Mr. Sutherlin is the co-author of the American Marketing Association's Marketing Toolkit, a series of how-to books on how to plan, measure and deploy a comprehensive marketing effort. He is a sought after lecturer on demographic trends, public policy advocacy and technology. He has also participated as a lecturer at the George Washington University School of Political Management on technology innovation. Sutherlin is an experienced practical microbiologist, working for Eli Lilly and Company as well as founding Agricultural Scientific Associates; an international consulting firm focusing on microbiological management of food production and concentrated animal feeding operations (CAFOs.) Additionally, Mr. Sutherlin is a published research biologist on environmental impact as a Research Associate with the Institute of Environmental Health at Purdue University. Mr. Sutherlin has served on the Indiana Stream Pollution Control Board, the Air Pollution Control Board and the Environmental Management Board as the designee of the Lieutenant Governor of Indiana. Mr. Sutherlin serves as the Sr. Partner of Tangent Resource, LLC a management company focused on venture capital formation, public private partnerships and higher education infrastructure consulting. He has also served as the Secretary of the Indiana Republican Party retiring from that position in 1981.

As an authority on political demography, Mr. Sutherlin is one of only a very few consultants who have actively worked in the 1970's, 1980's, 1990's, 2000's and 2010 reapportionment and redistricting cycles. He is a sought after advisor and strategist in the field of redistricting, social and political demography.

Allan Sutherlin resides in Indianapolis, Indiana.

# MR. LYNN A. BLACK

5161 Rocky Cay Court  
Carmel, Indiana  
Home phone: 317-569-0939  
Cell phone: 317-418-8769  
Email:

[lynnblack@lynnblackeducationsolutions.com](mailto:lynnblack@lynnblackeducationsolutions.com)

## QUALIFICATIONS

My experience in the public and charter school environment has allowed me to introduce educational reform models to public and private schools throughout the state and nation. In my present position, I work with public and charter school leaders and Boards to create solutions to improve their school, system and/or organization. Prior to this I worked with the charter schools authorized by Ball State University and assisted them with their financial responsibilities. I have opened and lead three hybrid/blended learning charter schools followed by a statewide virtual school. I have served in three district central office leadership positions: Director of Strategic Planning and Development; Director of Curriculum and Professional Development; and as Director of School Improvement. I have been a principal of four elementary schools and taught elementary and middle school students. In addition, I led communities throughout Indiana as a consultant for CLASS, Community Leaders Allied for Superior Schools, an organization focused on school and community reform funded by Lilly Endowment.

## SKILLS

- Leadership Development – Student, Teacher, Principal and Central Office
- Board Development – Organizational, Team Building, Strategic Planning, Policy Governance
- Curriculum Development – K – 12 Development and Articulation, Standards Integration, Thematic & Project based
- Stakeholder Development – Collaboration and Team Building, Problem Analysis and Resolution

## EDUCATION

- Masters in Administration & Supervision  
Butler University, Indianapolis
- Bachelors in Elementary Education  
Indiana University—Bloomington

## PRESENT EXPERIENCE

President Lynn Black Education Solutions LLC  
510 East 96<sup>th</sup> Street, Suite 180  
Indianapolis, IN 46240  
[lynnblackeducationsolutions.com](http://lynnblackeducationsolutions.com)

June 2016 to Present

- School Transformation
- Leadership Development
- Climate & Culture Audits



- Administrative & Board Development

## PAST EXPERIENCE

Fiscal Analyst – Office of Charter Schools,  
Ball State University, Muncie, Indiana

September 2013 to present

- Responsible for the financial review of charter schools authorized by Ball State University using the National Association of Charter School Authorizer Framework
- Monitor Enrollment Projections and Daily Membership
- Develop and lead Annual School Leadership Summit for School leaders and Boards
- Support charter school leadership and school board governance

President of Lynn Black & Associates

1998 to 2008

- Provided services related to K – 12 curriculum development and alignment, leadership and school board training, team building for public, private and charter schools and/or school districts

Senior Head of Schools for Hoosier Academies

- Led and directed the development and opening of three blended/hybrid model charter schools, one K-8, one K – 5, a Middle/High School and a statewide virtual school K – 10. In a four year term the school enrollments grew from an organization serving 275 students to over 3500
- Worked with and developed two School Boards in Muncie and Indianapolis, IN and 266 school districts of the 295 districts in Indiana. Hoosier Academies is the largest charter school in Indiana with a present enrollment of 5000+ students
- Identified the locations and refurbishing needs for all three blended learning facilities and worked closely with architects, construction managers and local/state government official
- Hired all administrators, teachers and support staff for all Hoosier schools

Member of the Ball State University Charter School Review Board

July 2001 to March 2008

- Served with a group of consultants with specific areas of expertise to review Charter school applications
- Reviewed the curriculum, instruction and professional development areas for each school charter proposal
- Attended the public meetings of the organizing School Boards
- Was called upon to work with struggling Boards regarding their organization, governance or school leadership

## PAST EXPERIENCES

Director /Assistant Superintendent of Strategic Planning & Development, Monroe County Community School Corporation Bloomington, Indiana      Dr. John Maloy, Superintendent (Currently Supt of Aspen Colorado Schools) (2004 – 2006)

Mr. James Harvey, Superintendent (2006-2007)



- Primary responsibilities included Leadership Team (All building and central office administrators) and School Board development
- Supervision and professional development of principals
- Developed and implemented a district strategic plan
- Coordinated English as a Second Language program
- Directed the elementary curriculum and worked directly with the Directors of Literacy, School Improvement, and Testing and Assessment

Director of Curriculum and Professional Development, Anderson Community School Corporation

Anderson, Indiana

Dr. Timothy Long, Superintendent (Currently Supt. Jay County Schools,

Portland, IN)

- Responsible for all K – 12 Curriculum and Instruction, Professional Development for teachers, principals and administrators
- School leadership and Board Development and Organized Annual Administrative Advance
- Directed and coordinated two teachers in the implementation of the American Federation of Teachers professional development program; Effective Research and Development (ER&D)
- Attended with Dr. Long the Oxford Roundtable, Oxford, England with other superintendents and school board members from America and sponsored by Murray State School of Education, Kentucky

Consultant to CLASS (Community Leaders Allied for Superior Schools) a Lilly Endowed Organization

Indianapolis, Indiana

Mr. David Shane, Voluntary President

(Former Governor Daniels Chief Education Advisor, CEO Lacy

Diversified, Inc and Past Member of the State Board of Education)

- Collaborated with a former legislator to bring community leaders together to focus on community and reform opportunities
- Lead and facilitated discussions of various stakeholder group leaders motivating them to work together

Director of School Improvement, Metropolitan School District of Pike Township

Indianapolis, Indiana

Dr. Eric Witherspoon, Superintendent (Currently Superintendent of Evanston Township High School, District 202, Evanston, Illinois)

- Responsibilities included all K – 12 Curriculum, Instruction and Professional Development
- Directed the Title I Reading Program, English as a Second Language Program and the Gifted and Talented Programs
- Administrator and School Board Training and Development

Adjunct Professor, Marian College

Indianapolis, Indiana

Dr. Sue Beasley, Department Chair

Fall Semester 1997/Spring Semester 1998

- Taught Survey of American Education and Senior Seminar Courses.

Principal of Deer Run Elementary, Metropolitan School District of Pike Township

Indianapolis, Indiana

Dr. Eric Witherspoon, Superintendent

- Responsible for the supervision and education of 700+ pre-K through 5<sup>th</sup> grade students, developing and evaluating 50+ employees, and communicating to parents within a multi-cultural and multi-racial community

Principal of White Oak Elementary, Avon Community Schools

Avon, Indiana

Dr. Richard Helton, Superintendent (Retired - President of Vincennes

University)

- Created a new K-5 elementary in a previous K-2 building following the addition of a newly built elementary that caused the redistricting of the community and the reassignment and hiring of new faculty and staff members for a student enrollment of 600+. Established sister elementary school in Singapore, Singapore through U.S.

Assistant Principal of the Avon Lower Elementary School and the Avon Upper Elementary School

Avon, Indiana

Dr. Thomas Terry, Superintendent (Deceased)

Mrs. Janet Wright, Principal of the Lower Elementary

Mr. Lloyd Wenger, Principal of the Upper Elementary

(Deceased)

- Supported both principals with discipline, teacher evaluation, budget management, and the professional development and training of faculty and staff that supported approximately 1200+/- students

## TEACHING EXPERIENCE

Fifth Grade Teacher at Mohawk Trails Elementary School, Carmel – Clay Schools Carmel, Indiana

Dr. Robert Hartman, Superintendent (Retired) Mr. Don Setterlof, Principal (Retired)

- Summer School Principal, 5th Grade open-concept classroom teacher with a team of four other fifth grade colleagues

Sixth Grade Science & Math Teacher, Carmel Junior High School, Carmel – Clay Schools Carmel, Indiana

Dr. Robert Hartman, Superintendent, Mr. Charles Scott, Principal

- Sixth Grade Departmental Science & Math Teacher, 7th Grade Boys Basketball Coach

Fourth through Sixth Grade Teacher at Lincoln Elementary, Bartholomew Consolidated School Corporation

Columbus, Indiana

Dr. Roy Otte, Principal

- Taught Fourth through Sixth Grade urban students, coached high school age boys basketball

# Edgenuity Professional Development Program



# Professional Development That Leads to Student Achievement



## INTRODUCTION TO EDGENUITY

### Educator Workshop

With hands-on training and exploration opportunities, this introductory workshop will provide you with the tools and knowledge you need to support students, employ change, and successfully utilize and navigate our courses and the Edgenuity learning management system (LMS).

### Administrator Workshop

Required for those new to Edgenuity, this session will help you make important decisions about the initial setup and structure of your implementation. You'll be guided through Edgenuity's key features and learn about managing the program. You'll also receive an overview of critical reports and progress monitoring to analyze data and track student achievement.



## BLENDED LEARNING WORKSHOP

Recommended for teachers and instructional coaches, this session will equip you with blended learning strategies you can immediately apply in your classroom. You'll experience blended learning from a student's perspective in order to internalize the logistics and flow of teaching. You will also learn how to integrate Edgenuity Courseware™ into the blended classroom, and you'll leave with a blended lesson plan that is aligned with your students' unique needs.



## COURSE CUSTOMIZATION

In this session, best taken before the start of school, you'll map courses to your school calendar, which will enable you to see accurate student progress throughout the year. Using Edgenuity's unit planning template and course customization tools, you'll find digital resources to plan and customize a course.



## INTRODUCTION TO EDGENUITY MYPATH®

This webinar session will provide you with an understanding of the essential features of the Edgenuity LMS so you can use MyPath™, a supplemental online intervention program, to help your students catch up, keep up, and get ahead.



## INSTRUCTIONAL SERVICES TRAINING

This webinar session will provide you with the training you need to collaborate with our virtual instructors. You'll learn about your role as mentor, how to monitor student progress, and how to partner with our virtual instructors to ensure student success.



## COACHING + MODELING

We also offer personalized job-embedded professional development for individuals or small teams of up to four participants. Coaching and Modeling services can include in-person observations, facilitated discussions, collaborative lesson planning, co-teaching, concept modeling, and more.



# Professional Development Workshops

## Strategies that empower educators

Our professional development workshops enable you to more effectively set up and run your online, virtual, and blended learning implementation. These sessions provide you with all the information you need to use our solutions, as well as best practices to empower students to develop the skills they need to be college and career ready.



**Workshops with Blue Header:** Required for those new to Edgenuity

**Workshops with Orange Header:** Recommended for those continuing with Edgenuity

### 1 Program Implementation Web Meeting (Edgenuity Courseware™)

- Required for new customers prior to implementation; Available as a refresher
- Attendees: Program Administrators, Lead Teachers, Counselors, and those responsible for managing educator accounts
- Free group webinar

This session will help you make important decisions about the initial set up and structure of your implementation. You'll be guided through Edgenuity's key features and learn about settings and managing the program. You'll also receive an overview of critical reports and progress monitoring to analyze data and track student achievement. This workshop will include an interactive planning guide to record the decisions and flow of your implementation.

#### CHOOSE ONE:

### 2 Introduction to Edgenuity: Edgenuity Courseware, Pathblazer®, Hybridge®, MyPath™, and UpSmart™

- Available as a refresher
- Attendees: Teachers; *Optional:* Instructional Coaches, Counselors, Curriculum Directors, and Principals
- Available as a webinar; 2 sessions totaling 6 hours (up to 25 attendees in each session)

This session will provide you with an understanding of Edgenuity's essential features. You'll explore the student's and the educator's experience, learn how to manage student accounts and courses, review and comment on student work, and identify ways in which data can drive student engagement, progress, and achievement. This workshop will provide you with the initial tools you need to begin using Edgenuity with your students.

### 3 Introduction to Edgenuity® Plus

- Available as a refresher
- Attendees: Teachers; *Optional:* Instructional Coaches, Counselors, Curriculum Directors, and Principals
- 6 hours (up to 25 attendees in each session)

In addition to the 3-hour Introduction to Edgenuity workshop, this session will provide you with more focus on teacher resources and strategies for student success.



## 4 Introduction to powerspeak<sup>12</sup>

- Available as a refresher
- Attendees: World Language Teachers; *Optional*: Instructional Coaches, Curriculum Directors, and Principals
- Only available as a webinar

In this session, you'll learn about the functionality of powerspeak's World Language courses within the Edgenuity platform. This includes utilizing powerspeak's specific customization and setup options, managing enrollments, viewing assignments within the gradebook, and monitoring students using the reporting tools.

## 5 Introduction to Instructional Services

- Available as a refresher
- Attendees: Counselors, Directors, and Instructional Coaches
- Only available as a webinar

This workshop will provide you with the training you need to collaborate with our virtual instructors. You'll learn about your role as mentor, the difference between the LMS and the SIS as well as how to use the SIS to monitor student progress, and how to partner with our virtual instructors to ensure student success.

## 6 Edgenuity Courseware: Data and Progress Monitoring

- Prerequisite: Introduction to Edgenuity Courseware
- Attendees: Teachers; *Optional*: Instructional Coaches, Counselors, Curriculum Directors, and Principals
- Available as a webinar

This interactive workshop takes a deeper dive into Edgenuity's functionality and data-driven decision-making and planning. During this training, you'll participate in collaborative activities and discussions around personalized learning, monitoring progress, student conferencing, managing groups/classes, and data-driven instruction.

## 7 Course Customization

- Recommended before the school session or after your first year of implementation
- Attendees: Content Area Teacher Committees, Teachers, Instructional Coaches, Curriculum Directors; *Optional*: Counselors, Principals
- Available as a webinar

In this session, you'll map courses to your school calendar, which will enable you to see accurate student progress throughout the year. Using Edgenuity's unit planning template and course customization tools, you'll find digital resources to plan and customize a course. You'll discuss distribution methods for rolling courses out at a district level or assigning to a specific teacher's user groups.

## 8 Coaching and Modeling

- Attendees: Teachers; *Optional*: Instructional Coaches, Curriculum Directors, Principals

This session is personalized job-embedded professional development for individuals or small teams of up to four participants. Coaching and Modeling services can include in-person observations, facilitated discussions, collaborative lesson planning, co-teaching, concept modeling, and more.

## 9 Introduction to Blended Learning\*

- Attendees: Teachers, Instructional Coaches; *Optional*: Curriculum Directors, Principals

This session will equip you with blended learning strategies you can immediately apply in your classroom. You'll experience blended learning from a student's perspective in order to internalize the logistics and flow of teaching. You will also learn how to integrate Edgenuity Courseware and data into the blended classroom, and you'll leave with a blended lesson plan and supporting classroom routines that are aligned with your students' unique needs.

\*Available October 1, 2017

## 10 Teaching Digital Citizens: Motivation and Student Engagement in an Online World\*

- Attendees: Teachers, Instructional Coaches; *Optional*: Curriculum Directors, Principals

This session will teach you how to help students develop pacing plans and time management skills to meet their goals. You'll learn to support student autonomy with monitoring and conferencing to guide motivation and engagement, along with how goal-setting ties into engagement and achievement.



877.7CLICKS | solutions@edgenuity.com

# Vender Quotes

1. Edgenuity
2. Dell
3. 8x8 Global Cloud Communications
4. Case Certification
5. Case Certification Elkhart
6. Beach Grove
7. Aerial Influence Drone Program
8. Flat Out Motorsports
9. iNaCOL Symposium



## Price Quote for Services

### INDIANA AGRICULTURE EDUCATION, INC.

Carmel IN

Edgenuity Inc.  
8860 E. Chaparral Road  
Suite 100  
Scottsdale AZ 85250  
480-423-0118

Date 10/5/2017  
Quote # 37423  
Vendor #

Payment Schedule	Pricing Expires	Contract Start Date	Contract End Date
PO Required	7/31/2018	7/1/2018	6/30/2021

Header	Quantity	Description	Per Unit	Amount
YEAR 1 Full time Enrollment	600	IS 10 Month Reusable Enrollment Full time Student Seat Up to Six Courses per Semester per Student  FEES; PAYMENT  a. Fees. In consideration for Edgenuity's performance under this Agreement, INDIANA AGRICULTURE EDUCATION, INC., shall pay to Edgenuity the sum of one-thousand eight hundred dollars (\$1800) per academic year for 600 full-time equivalent student enrollments for a standard 180-day academic year as set by school calendar ("FTE"). b. Billing and Payment. Edgenuity shall invoice INDIANA AGRICULTURE EDUCATION, INC. on a monthly basis or, if payment is to be made by line item, when a single line item has been satisfactorily delivered and invoiced with sufficient documentation. Complete payment will be made within thirty (30) days from either the date of delivery or INDIANA AGRICULTURE EDUCATION, INC. receipt of a satisfactory invoice that contains sufficient documentation. During year 1 and beginning July 1st, 2018, 12 monthly installments will be invoiced for 600 FTE at \$1800 per FTE. Monthly installments will be adjusted as needed when the FTE count is known after the Indiana Fall Count date and the school is funded by the State as calculated by the Indiana Department of Education Finance division and reported to the school. If the final state student enrollment count is higher or lower than the initial projected enrollment, Edgenuity will reconcile FTE counts to the number reported to the state in September and adjust monthly invoices for the remainder of the year. Any decreases to student enrollment after the count date will not be adjusted. Any increases to student enrollment after the count date will be invoiced by line item at the \$1800 full-time student	1,800.00	1,080,000.00

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase (and this language is also found in the above linked Terms and Conditions): "Use of any Sophia course is prohibited for all students under the age of 13 years."

Customer **INDIANA AGRICULTURE EDUCATION, INC.**

Signature *Auan Sutherland*

Print Name Auan Sutherland

Title President Board of Education

Edgenuity Inc. Representative  
Tonya Samuels | Account Executive  
[tonya.samuels@edgenuity.com](mailto:tonya.samuels@edgenuity.com) |  
412.420.9623 | Edgenuity

Not valid unless accompanied by a purchase order.

Please specify a shipping address if applicable.

Please e-mail this quote, the purchase order and order documentation to [AR@edgenuity.com](mailto:AR@edgenuity.com) or fax to 480-423-0213.





## Price Quote for Services

Edgenuity Inc.  
8860 E. Chaparral Road  
Suite 100  
Scottsdale AZ 85250  
480-423-0118

Date 10/5/2017  
Quote # 37423

Header	Quantity	Description	Per Unit	Amount
		rate. During year 2 and in subsequent years for the life of the contract beginning July 1, 2019, 12 monthly installments will be invoiced based on the prior year's FTE count at \$1800 per FTE. Monthly Installments will be adjusted as needed when the FTE count is known after the Indiana Fall Count date and the school is funded by the State as calculated by the Indiana Department of Education Finance division and reported to the school.		
Part time Per Course	0	IS Teaching per Semester (18 week) Course Billed monthly based on utilization at \$225 per Semester course. Includes the following: •"State" certified teachers •On-demand tutoring for core courses, 7 AM – 11 PM Monday thru Saturday •14 day drop/add grace period •18 week semester enrollment with 2 week extension at no charge •Rolling enrollment	225.00	0.00
Dual Credit	0	Sophia Dual-Credit Course with Instructional Services. (semester enrollment) Billed monthly based on utilization at \$500 per Semester course. Includes the following: •14 day drop/add grace period •18 week semester enrollment with 2 week extension at no charge •Rolling enrollment	500.00	0.00
PD	1	PD_Six day bundle	13,500.00	13,500.00
YEAR 2 Full time Enrollment	.600	IS 10 Month Reusable Enrollment Full time Student Seat Up to	1,800.00	1,080,000.00



## Price Quote for Services

Edgenuity Inc.  
8860 E. Chaparral Road  
Suite 100  
Scottsdale AZ 85250  
480-423-0118

Date 10/5/2017  
Quote # 37423

Header	Quantity	Description	Per Unit	Amount
Part time Per Course	0	<p>of Education Finance division and reported to the school.</p> <p>IS Teaching per Semester (18 week) Course</p> <p>Billed monthly based on utilization at \$225 per Semester course.</p> <p>Includes the following:</p> <ul style="list-style-type: none"> <li>• "State" certified teachers</li> <li>• On-demand tutoring for core courses, 7 AM – 11 PM Monday thru Saturday</li> <li>• 14 day drop/add grace period</li> <li>• 18 week semester enrollment with 2 week extension at no charge</li> <li>• Rolling enrollment</li> </ul>	225.00	0.00
Dual Credit	0	<p>Sophia Dual-Credit Course with Instructional Services. (semester enrollment)</p> <p>Billed monthly based on utilization at \$500 per Semester course.</p> <p>Includes the following:</p> <ul style="list-style-type: none"> <li>• 14 day drop/add grace period</li> <li>• 18 week semester enrollment with 2 week extension at no charge</li> <li>• Rolling enrollment</li> </ul>	500.00	0.00
PD	1	PD_Six day bundle	13,500.00	13,500.00
YEAR 3 Full time Enrollment	600	IS 10 Month Reusable Enrollment Full time Student Seat Up to Six Courses per Semester per Student	1,800.00	1,080,000.00
		FEES; PAYMENT		
		a. Fees. In consideration for Edgenuity's performance under this Agreement, INDIANA AGRICULTURE EDUCATION, INC.,		



## Price Quote for Services

Edgenuity Inc.  
8860 E. Chaparral Road  
Suite 100  
Scottsdale AZ 85250  
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Date 10/5/2017  
Quote # 37423

Header	Quantity	Description	Per Unit	Amount
		<p>shall pay to Edgenuity the sum of one-thousand eight hundred dollars (\$1800) per academic year for 600 full-time equivalent student enrollments for a standard 180-day academic year as set by school calendar ("FTE").</p> <p>b. Billing and Payment. Edgenuity shall invoice INDIANA AGRICULTURE EDUCATION, INC. on a monthly basis or, if payment is to be made by line item, when a single line item has been satisfactorily delivered and invoiced with sufficient documentation. Complete payment will be made within thirty (30) days from either the date of delivery or INDIANA AGRICULTURE EDUCATION, INC. receipt of a satisfactory invoice that contains sufficient documentation.</p> <p>During year 1 and beginning July 1st, 2018, 12 monthly installments will be invoiced for 600 FTE at \$1800 per FTE. Monthly installments will be adjusted as needed when the FTE count is known after the Indiana Fall Count date and the school is funded by the State as calculated by the Indiana Department of Education Finance division and reported to the school. If the final state student enrollment count is higher or lower than the initial projected enrollment, Edgenuity will reconcile FTE counts to the number reported to the state in September and adjust monthly invoices for the remainder of the year. Any decreases to student enrollment after the count date will not be adjusted. Any increases to student enrollment after the count date will be invoiced by line item at the \$1800 full-time student rate.</p> <p>During year 2 and in subsequent years for the life of the contract beginning July 1, 2019, 12 monthly installments will be invoiced based on the prior year's FTE count at \$1800 per FTE. Monthly installments will be adjusted as needed when the FTE count is known after the Indiana Fall Count date and the school is funded by the State as calculated by the Indiana Department of Education Finance division and reported to the school.</p>		
Part time Per Course	0	IS Teaching per Semester (18 week) Course  Billed monthly based on utilization at \$225 per Semester course.	225.00	0.00



## Price Quote for Services

Edgenuity Inc.  
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Date 10/5/2017  
Quote # 37423

Header	Quantity	Description	Per Unit	Amount
Dual Credit	0	<p>Includes the following:</p> <ul style="list-style-type: none"><li>•"State" certified teachers</li><li>•On-demand tutoring for core courses, 7 AM – 11 PM Monday thru Saturday</li><li>•14 day drop/add grace period</li><li>•18 week semester enrollment with 2 week extension at no charge</li><li>•Rolling enrollment</li></ul> <p>Sophia Dual-Credit Course with Instructional Services. (semester enrollment)</p> <p>Billed monthly based on utilization at \$600 per Semester course.</p> <p>Includes the following:</p> <ul style="list-style-type: none"><li>•14 day drop/add grace period</li><li>•18 week semester enrollment with 2 week extension at no charge</li><li>•Rolling enrollment</li></ul>	500.00	0.00
PD	1	PD_Six day bundle	13,500.00	13,500.00





## A quote for your consideration!

**Total: \$5,383.72**

Based on your business needs, we put the following quote together to help with your purchase decision. Please review your quote details below, then contact your sales rep when you're ready to place your order.

<b>Quote number:</b>	<b>Quote date:</b>	<b>Quote expiration:</b>
3000021215053.1	Jan. 11, 2018	Feb. 10, 2018

<b>Company name:</b>	<b>Customer number:</b>	<b>Phone:</b>
INDIANA AG AND TECH SCHOOL	530006395302	(317) 590-4177

<b>Sales rep information:</b>	<b>Billing Information:</b>
Sarah Antoniadis Sarah_Antoniadis@Dell.com (800) 456-3355 Ext: 7238004	INDIANA AG AND TECH SCHOOL 650 E CARMEL DR STE 330 CARMEL IN 46032-2867 US (317) 590-4177

### Pricing Summary

Item	Qty	Unit Price	Subtotal
Wyse 3040 thin client	5	\$327.34	\$1,636.70
Logitech MK520 Wireless Keyboard and Mouse	5	\$46.99	\$234.95
Dell UltraSharp 24 InfinityEdge Monitor - U2417H	10	\$258.99	\$2,589.90
Dell Color Cloud Multifunction Printer - H825cdw	3	\$307.39	\$922.17
<b>Subtotal:</b>			<b>\$5,383.72</b>
<b>Shipping:</b>			<b>\$0.00</b>
<b>Environmental Fees:</b>			<b>\$0.00</b>
<b>Non-Taxable Amount:</b>			<b>\$5,383.72</b>
<b>Taxable Amount:</b>			<b>\$0.00</b>
<b>Estimated Tax:</b>			<b>\$0.00</b>
<b>Total:</b>			<b>\$5,383.72</b>



Special lease pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

*Keith - FX 1*



## A quote for your consideration!

Based on your business needs, we put the following quote together to help with your purchase decision. Please review your quote details below, then contact your sales rep when you're ready to place your order.

**Total:**  
**\$12,333.81**

**Quote number:** 3000020609795.1  
**Quote date:** Dec. 15, 2017  
**Quote expiration:** Jan. 14, 2018

**Company name:** INDIANA AG AND TECH SCHOOL  
**Customer number:** 530006395302  
**Phone:** (317) 590-4177

**Sales rep information:**  
Sarah Antoniadis  
Sarah\_Antoniadis@Dell.com  
(800) 456-3355  
Ext: 7238004

**Billing Information:**  
INDIANA AG AND TECH SCHOOL  
650 E CARMEL DR  
STE 330  
CARMEL  
IN 46032-2867  
US  
(317) 590-4177

### Pricing Summary

Item	Qty	Unit Price	Subtotal
Logitech MK520 Wireless Keyboard and Mouse	6	\$42.99	\$257.94
Dell UltraSharp 24 InfinityEdge Monitor - U2417H	12	\$258.99	\$3,107.88
Dell Latitude 5280	3	\$1,411.37	\$4,234.11
Dell Business Dock - WD15 with 130W adapter	3	\$147.99	\$443.97
Dell Color Cloud Multifunction Printer - H825cdw	1	\$317.99	\$317.99
Dell B3465dnf Mono Laser Multifunction Printer - US	1	\$769.99	\$769.99
Chromebook 11 3180	1	\$207.14	\$207.14
Wyse 5010 thin client	6	\$364.65	\$2,187.90
<b>Subtotal:</b>			<b>\$11,526.92</b>
<b>Shipping:</b>			<b>\$0.00</b>
<b>Environmental Fees:</b>			<b>\$0.00</b>
<b>Non-Taxable</b>			<b>\$0.00</b>
<b>Amount: Taxable</b>			<b>\$0.00</b>
<b>Amount: Estimated</b>			<b>\$11,526.92</b>
<b>Tax: Total:</b>			<b>\$806.89</b>
			<b>\$12,333.81</b>

Special lease pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

Customer Name  
Indiana Agriculture & Technology School  
Contact Name  
John Curtis

Phone Number  
317-590-4177  
Email Address  
jcurtis@jcurtis.net

**\$ 908.00**

Monthly Recurring

**\$ 1,781.16**

Total

### Location Summary

Location	Recurring <sup>1</sup>	Subtotal	Taxes & Fees	Shipping	Total <sup>5</sup>
650 E Carmel Dr, Ste 330, Carmel, IN, USA, 46032	\$ 908.00	\$ 1,478.00	\$ 248.86	\$ 54.30	\$ 1,781.16
<b>Totals: 1 Locations</b>	<b>\$ 908.00</b>	<b>\$ 1,478.00</b>	<b>\$ 248.86</b>	<b>\$ 54.30</b>	<b>\$ 1,781.16</b>

### Location Details 650 E Carmel Dr, Ste 330, Carmel, IN, USA, 46032

Description	Quantity	Unit Price	Recurring <sup>1</sup>	Subtotal
Virtual Office X5 Edition	10	\$ 33.25	\$ 332.50	\$ 332.50
Virtual Office X6 Edition	10	\$ 42.75	\$ 427.50	\$ 427.50
VO Edition Base Number	1	\$ 0.00	\$ 0.00	\$ 0.00
Polycom VVX 401	20	\$ 5.35	\$ 107.00	\$ 107.00
8x8 VO Implementation Plus	1	\$ 570.00	\$ 0.00	\$ 570.00
Toll Free numbers	1	\$ 5.00	\$ 5.00	\$ 5.00
Usage Bundle Prepaid	1	\$ 36.00	\$ 36.00	\$ 36.00

**Subtotal** **\$ 1,478.00**

Shipping:<sup>4</sup> Ground – Delivery Estimate: 2/4/2018 **\$ 54.30**

#### 8x8 Regulatory Fees:<sup>2</sup>

Regulatory Recovery Fee \$ 60.00  
E911 Service Fee \$ 20.00

#### Taxes and Surcharges:<sup>3</sup>

IN State and Local Sales Tax \$ 68.76  
Universal Service Surcharge \$ 80.10  
E911 Surcharge \$ 20.00  
**Total Fees, Taxes and Surcharges \$ 248.86**





**Beech Grove**  
**City Schools**

**PURDUE**  
UNIVERSITY



**Indiana CASE Food Science and Safety**  
**June 4 - June 15, 2018**

**General Information**

**Cost: \$2800**

**Orientation:**

5:00 pm Monday, June 4<sup>th</sup> at Beech Grove High School. Dinner will begin at 6:00 pm  
Note that Indiana is on Eastern Time

**Daily Schedule:**

During the week, class will be held from 8:00 am - 5:00 pm beginning Tuesday June 21<sup>st</sup>  
During class there will be a 1-hour lunch break from 12:00 pm to 1:00 pm daily  
The school's food service vendor will cater the lunch food daily (it is excellent food)  
No class will be held on Saturday June 9<sup>th</sup> or Sunday June 10<sup>th</sup> (per CASE policy)

**Closing:**

12:00 pm Friday June 15<sup>th</sup>

**Travel:**

The Indianapolis International Airport is approximately 20 minutes from the hotel. The hotel is 1 mile from Beech Grove High School. Transportation options to the hotel from the airport are either a rental car or taxi. There is not an airport shuttle from the hotel. While we cannot guarantee a ride, you can email and we could possibly make arrangements with the Beech Grove personnel staffing the CI to be picked up at the airport and dropped off at the hotel. Daily transportation will need to be arranged with other participants if you are not driving.

**Lodging:**

All rooms are double occupancy. If you wish to stay in a room by yourself you will be expected to pay the other half of the room cost, which is \$450. The hotel information is:

- **La Quinta Inn & Suites**  
**Indianapolis South**  
5120 Victory Dr.  
Indianapolis, IN 46203  
Phone: 1-317-783-7751





## Indiana CASE Plant Science APA- FAST TRACK

July 15th- 20th, 2018

### General Information

**Cost: \$2400**

**Orientation:** 5:00 pm on July 15th@ [Elkhart Area Career Center](#). Dinner will begin at 6:00 pm *Note that Indiana is on Eastern Time*

#### **Daily Schedule:**

During the week, class will be held from 8:00 am - 5:00 pm on Monday July 16th. During class there will be a 1-hour lunch break from 12:00 pm to 1:00 pm daily.

The school's food service vendor will cater the lunch food daily (it is excellent food).

#### **Closing:**

#### **Travel:**

The South Bend International Airport is approximately 30 minutes from the hotel. The hotel is 3 mile from [Elkhart Area Career Center](#). Transportation options to the hotel from the airport are either a rental car or taxi. There is not an airport shuttle from the hotel. While we cannot guarantee a ride, you can email and we could possibly make arrangements with the Elkhart Community School personnel staffing the CI to be picked up at the airport and dropped off at the hotel. Daily transportation will need to be arranged with other participants if you are not driving. The Indiana Toll Road is within ¼ mile of the hotel and is an easy access to and from Chicago International Airport or Midway Airport.

#### **Lodging:**

All rooms are double occupancy. If you wish to stay in a room by yourself you will be expected to pay the other half of the room cost, which is \$550 . The hotel information is:

- **Staybridge Suites**
  - 3252 Cassopolis Street
  - Elkhart, IN 46514
- Phone: 1 574-970-8488  
Fax 1-574-970-8499

# AERIAL INFLUENCE™

## INVOICE

Invoice #: 001785  
Invoice Date: Jan 29, 2018  
Reference: Non-for-Profit

### Aerial Influence LLC

Michael Ferguson

Phone: 312-882-6524  
contact@aerialinfluence.com  
www.aerialinfluence.com  
My Cell (331)442-9675

Amount due:  
**\$24,846.00**

#### Bill To:

Indiana.ag  
Jacob Poe  
jpoe@indiana.ag

#### Ship To:

Description	Quantity	Price	Amount
AGRAS MG-1S 2nd Generation Agras with A3 Flight Controller.	1	\$15,000.00	\$15,000.00
MG Intelligent Battery Charger Charger for DZ-12000 Flight Battery	1	\$840.00	\$840.00
DZ-12000 Flight Battery Pack	1	\$694.00	\$694.00
DroneDeploy Business Mapping Mapping & 3D Model Processing. NDVI+ Elevation Layers, Volumetrics, Contour & Shapefile Export. RTK+ Custom Coordinates.	1	\$2,999.00	\$2,999.00
Aerial Influence Onsite Equipment Training 5hrs. (Includes Travel) A.I. will come to your facility. UAS setup and training.	1	\$999.00	\$999.00
Phantom 4 Pro	2	\$1,499.00	\$2,998.00
DJI Spark Fly More Combo	2	\$599.00	\$1,198.00
		Subtotal	\$24,728.00
		Shipping	\$118.00
		<b>Total</b>	<b>\$24,846.00 USD</b>

#### Notes

Hi Jacob,  
Please contact us with any questions or comments  
regarding the above Quote.  
Thank you,  
The Aerial Influence Team

#### Terms and Conditions

Aerial Influence is a DJI Enterprise Dealer.

# Flat Out Group

Customer Sales Worksheet

**FLAT OUT**  
DEALERSHIPS

Salesperson: Keith McCutchen

Date: 1/25/2018

## Customer Information

First Name: Jacob M.I.      Last Name: Poe State AG

Street Address: 650 E Carmel Drive Suite 125 City: Carmel State: IN Zip:     

Date of Birth:      DL#:      SSN:     

Phone: 317-975-2746 ext 703 Email: jpoe@indiana.ag Lead Type:     

## Vehicle Information

New: ☒ Pre-Owned: ☐ Year: 2018 Make: Yamaha Model: Viking VI EPS

Stock:      VIN:      Color: Red or Green

## Trade-In

Year:      Make:     

Model:     

Color:      Miles:     

Lender:      Loan \$:     

## Accessory

Part Number:      Price:     

Listed on separte page.     

Tax:     

Total: 3,048.82

## Extended Warranty

Description:      Price:     

Tax:     

Total:     

NOTE: This is a worksheet only. No order is valid without a signature from the dealer or authorised management personnel.

## Selling Price

## Sale

Unit Selling Price: 13317.00 13317.00

Programs:     

Manufacturer's Freight:     

Set up Charge:     

Trade-In Value:     

Sub Total: 13317.00 13317.00

7% State Sales Tax:     

Documentation: 99 99

State Title and Tire Tax: 26 26

Total: 13,442.00 13,442.00

Total w/ Accessories: 16,490.82 16,490.82

Total w/ Warranty:     

Payment w/ Warranty

Payment w/o Warranty

Customer Signature

Date



## SYMPOSIUM

OCTOBER 21-24, 2018 • NASHVILLE, TENNESSEE

The iNACOL Symposium will be held on October 21-24, 2018 at the Nashville Music City Center in Nashville, Tennessee. iNACOL's annual conference is the industry's leaders and innovators shaping the future of K-12 education. Experts, practitioners, educators, policymakers, and researchers gather and work to transform education.

Attendees will find unprecedented networking opportunities and gain access to expertise, analysis, and trends in personalized, competency-based learning. Through thought-provoking sessions and information sharing, these leaders shape the future of education. The symposium includes more than 200 sessions, each with a specific track to guide attendees toward sessions that fit their unique professional learning needs.

Registration is not yet open for the iNACOL Symposium 2018.

Are you interested in submitting a proposal to present at the iNACOL Symposium in Nashville on October 21-24, 2018? Join this webinar, where iNACOL will share key points to guide you through the Request for Presentations (RFP) process. Learn tips on submitting your proposal, understand the process and timeline for proposal selection, and discover ways to design interactive sessions that generate meaningful collaboration, and foster engagement. [Register here](#).



The iNACOL Symposium 2018 will be held at the Nashville Music City Center in Nashville, Tennessee on October 21-24, 2018.

### UPDATES AND ANNOUNCEMENTS

#### Symposium 2017 Highlights

[View highlights from the 2017 iNACOL Symposium.](#)





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## Secure Checkout

### Room Preferences

Room 1 Guest:

Email Address:

Phone Number:

☒ Text me my reservation

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Country:

Billing Address:

Zip/Postal Code:

### Payment Information

Cardholder First Name:

Cardholder Last Name:

Credit Card Number:

Expiration Date:

Security Code:  [What is this ?](#)

Credit Card Type:

☒ I understand that my credit card will be charged upon submitting the reservation request and agree to the [Terms and Conditions](#), [Hotel Policies](#), and [Cancellation Policy](#).

[Book Now](#)

Your information is protected and SSL encrypted secure.



### Hampton Inn & Suites Nashville Downtown

310 4th Avenue South, Nashville, TN, 37201,  
US

Phone Number: 844-524-5982

**Arrival:** Sunday, October 21, 2018

**Departure:** Wednesday, October 24, 2018

### Rooms and Guests:

1 Room, 2 Adults, 0 Children

### Cancellation Policy

[View Cancellation Policy](#)

### Room and Rate Per Night:

**2 Queens Mobility Access With Bathtub  
Nonsmoking**

Room 1:	\$ 897.00
Taxes and Fees	\$ 259.78
Service Fee	\$ 12.99

**Total due now: \$ 1,169.77**

[Other fees due at hotel](#)

Total includes tax recovery charges and service fees

Call 844-524-5982 for booking assistance.

Our friendly agents are available 24 hours a day, 7 days a week.

## Rental Details

[CHANGE](#)

**15 PASSENGER VAN**

**CARMEL - 96TH ST.**

Sun, Oct 21, 2018 @ 12:00 PM

Wed, Oct 24, 2018 @ 12:00 PM

## Rental Terms

### RENTAL POLICIES

- > Rental Terms and Conditions
- > Additional Driver
- > After Hours Service
- > Cross Border Policy
- > Damage Waiver
- > Refueling Service
- > Driver's License Information
- > Personal Accident Insurance / Personal Effects Coverage
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